

THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



VOLUME 105, NUMBER 3

SEPTEMBER, 1949

# Michigan City Builds for Permanence with *HARD MAPLE FLOORS*



(exterior view) Front elevation of the Marsh elementary school — Phelps & Peck, Inc., Architects, Michigan City, Indiana.

(interior view) All classrooms, offices, and auditoriums in the new schools are floored with MFMA Northern Hard Maple.

Michigan City's new Marsh and Garfield elementary schools, replacing buildings half a century old, are the initial buildings in a five-year replacement program.

They were planned to "set a new standard of design and construction for future schools in the community"; and specifications called for "the highest grade of materials."

Concerning floors, this high standard created no problem. MFMA Northern Hard Maple Flooring was used in all classrooms, offices, and auditoriums. "The choice of Hard Maple," says E. M. Peck, Phelps & Peck, Inc., Architects, "was influenced by its characteristics of durability,

sanitation, light reflection, and low maintenance costs, which, of course, make this material particularly suitable to withstand the rigid requirements of floors in school buildings."

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# THE AMERICAN School Board Journal

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## Table of Contents

Cover: Photo by Harold M. Lambert	
Cartoon: From Small Beginnings, <i>Morley</i> .....	17
Effects of the War Upon Public School Finance, <i>Timon Covert</i> .....	18
Educational Counseling in Wartime, <i>Edward A. Fitzpatrick</i> .....	19
Preflight Aeronautics for the High School, <i>Edgar Fuller</i> .....	21
The Teacher Examination System of Syracuse, New York, <i>Harry P. Smith</i> .....	23
Failure and Guidance, <i>Charles I. Glicksberg</i> .....	26
Emotion: A Third Dimension of Learners, <i>Ralph Haefner</i> .....	29
Toward an Intellectual Offensive, <i>Archibald MacLeish</i> .....	31
Carroll Completes Building Program, <i>V. E. Stansbury</i> .....	33
A Superintendent Looks at Safety in Transportation, <i>Joseph B. Gucky</i> ..	39
Administrative Activities in Which Teachers Participate Democratically, <i>O. S. Williams</i> .....	40
Democracy Works in Brewer, Maine, <i>H. R. Houston</i> .....	42
Los Angeles Gears Its Schools to the Newer War Emergencies.....	43
A Student Views the Evanston High School Horticulture Department, <i>Harry B. Smart</i> .....	44
What Should Be the Labor Policy of a Board of Education?, <i>Clarence A. Mason</i> .....	45
One Hundred Years of Board-of-Education Service.....	47
Saving With the Heating Plant, <i>Oliver Hormell</i> .....	49
School Boards and School Law, <i>Eleanor M. Harrington</i> .....	52
Emergency Janitorial Service, <i>L. O. Thompson</i> .....	52
A Plea for Serious Discipline, <i>V. H. Culp</i> .....	54
EDITORIALS:	
An Aspect of School Finance.....	50
War on Fuel Waste.....	50
Valedictory of a Retiring School-Board President.....	50
A Courageous Superintendent of Schools.....	51
School-Board Policies and Public Opinion.....	51
Teacher Tenure .....	51
School Law .....	56
School Administration News....	59
Teachers and Administration... 65	
News of Superintendents..... 66	
New Rules and Regulations... 68	
School Business Administration. 70	
School Board News..... 72	
New Books .....	73
New Supplies and Equipment... 78	



## THE SCHOOLS IN WARTIME

"All the great nations of the world are engaged in war. All the precious privileges of civilized mankind are at stake. All the brains and genius, the wealth and power, the ingenuity and courage, the sacrifice and devotion of liberty-loving people are being mobilized in the colossal struggle to defend and preserve the civilizations and cultures that have marked the upward climb from savagery."

This is the presentation of the emergency of the hour, as seen by the Kentucky Education Association. Its secretary, W. P. King, speaking as a schoolmaster adds:

"Shall we witness the same travesty in the next decade? Will we think again that it doesn't matter if countless thousands of children are denied the opportunity to equip themselves for service to their country when the bastions of our liberty are assailed by the ruthless enemies of mankind? Shall we continue each year to pay six times as much for crime as we pay for culture? Let the millions of mothers and fathers whose sons are riding the airways of foreign skies or sleeping beneath the battle-churned waves of the sea give the answer. Let the sons themselves who fight and die amidst the hail and hell of bombs and bullets, give the answer. In the name of the God whom we worship and serve, let the great common people rise up and demand that never again shall the soul of America be imperiled for lack of opportunity for its childhood and its youth."

When the story of the second world war is told, it will reveal the fact that the American schools played an essential part in making for that national unity and that civilian efficiency so necessary in reinforcing the military factors. The successful prosecution of a war rests primarily upon man, money, and machine power. Education is the prerequisite to all power.

The educational leaders have come to the front with a clear understanding, a courageous mind, and a self-sacrificing attitude. The schools will do their part now and in the future.

THE EDITOR

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The contents of this issue are listed in the "Education Index." Member, Audit Bureau of Circulations and Associated Business Papers.

# TRAP THE NOISE DEMONS



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# THE AMERICAN School Board Journal

Volume 105, No. 3

SEPTEMBER, 1942

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FROM SMALL BEGINNINGS



# Effects of the War Upon Public School Finance

Timon Covert<sup>1</sup>

The situation created by the war has direct and significant effects upon public school finance and these touch both sides of the ledger.

## Losses v. Gains

*On the debit side*—Some of the difficulties the schools are experiencing as a result of various war activities are shortages of funds necessary to operate the schools.

Restrictions on the use of certain commodities are reducing the income of the public schools. For example, to mention only one. The restricted use (direct and indirect) of gasoline has already reduced the school revenue in those states which rely to a considerable extent upon gasoline taxes for their state school funds. A somewhat different effect results from restrictions on the use of rubber for private cars. This restriction has increased the demand for pupil transportation by school district vehicles and in some instances greater expense to the school system, since many children previously rode to school in private cars without expense to the school district.

As a result of the acquisition of territory by the Federal Government for various purposes connected with our war effort, some school districts have lost as much as 50 per cent of their taxable property without the loss of a proportionate part of their pupils.

In many communities, and this has touched school districts of various sizes, scholastic populations have greatly increased by the influx of the families of workers in war industries.

And in all sections of the country, school districts are faced with rising prices for services and materials which they use.

*On the credit side*—There are evidences of improvement in school finance which result directly or indirectly from the war situation.

The national income is rising as a result of the great effort being put forth in industry, in agriculture, and in other occupations. As a result tax collections have improved and public revenues, including those for schools, have increased. While the improvement in financial conditions are more marked in some localities than in others, they are in evidence in every state.

In some instances the shift in population has reduced the scholastic population. This situation, however, will seldom result in significantly lower school costs, for any reduction in general overhead costs due to smaller enrollment is likely to be over-

balanced by the increasing costs we are experiencing.

## What Has and What Should Be Done to Meet These Situations?

*Dedicated taxes versus general fund appropriations*—The problem created by the diminishing returns from state taxes dedicated to the schools, as reported from Texas and a few other states, calls attention to methods of allotting revenues to state school funds. In case the proceeds of a given tax become inadequate, another tax, of course, can be levied in lieu of the one which is failing. Since the state provides funds to meet the financial obligations of the state to its schools, however, would it not be better to draw upon the state's general fund? The proceeds of a given tax may or may not yield sufficiently year after year. Furthermore, there is the other argument that all services of government should be considered in the formulation of the state's budget rather than to select a favorably yielding tax and allot its proceeds to one particular government function.

*Problems of war congested areas*—Regarding the unusually difficult problems of boards of education in those districts and localities where the Federal Government has acquired a considerable part of the taxable property or where large numbers of children are brought into the locality, it can be said that a partial solution is now under way. Although these problems are not new, they have been multiplied in number and size by the present war efforts. In either situation the city or small local school district often finds it next to impossible to finance the additional burden, especially on such short notice as usually happens. Neither school budgets nor taxes can be adjusted without considerable delay.

The assistance now being given by the Federal Government for the education of children in areas congested by war activities is in the form of grants and loans for school buildings and, under certain circumstances, for salaries of teachers. The need in any case must, of course, be approved. At present the opinion seems to prevail that the Federal Government should continue to lend its assistance in the solution of such problems. Certainly it is only just and fair that the Federal Government provide funds for reimbursing the state or local school district in which the Federal Government owns tax-exempt property.

But the state government, too, has an obligation to come to the rescue of its local districts in distress. Fortunately a

few states have provisions in their laws which enable the state officials to assist local districts with these problems. Most states, however, do not provide adequately for financial emergencies in their local school districts.

*Increasing costs*—The following are a few of the principal causes of increasing costs reported by school systems: increasing costs of supplies; increase in transportation costs; increase in teachers salaries; addition of vocational training courses; increase in costs of insurance; and general inflationary prices of all commodities and services.

Many school systems are attempting to meet the increasing school costs with current revenues. Economies are effected and borrowing is avoided wherever possible. The final solution, of course, usually means higher taxes. From one state, Indiana, comes the report that a flat increase of \$100 per teacher will be allotted by the state to local districts.

## Use of Increased Revenues

Many cities and states report increased revenues as a result of the war activities. The schools, of course, are likely to share in the good fortune. Surpluses are reported in North Carolina where the state ended its fiscal year with a surplus of \$17,000,000; in Alabama with a surplus of \$25,000,000; and in New York with a surplus of \$54,000,000.

Good use no doubt is being made of the increase in most cases. For example, some city school systems are building up sinking funds to retire indebtedness; others are planning to accumulate a surplus for the time when incomes may not be so good.

It is to be hoped that out of the present situation and the likely situation of the postwar period great improvement in financing the public schools will take place. If the people of those states, whose schools have experienced financial difficulty during recent years, would revise their plans for administering and financing their public schools in the light of studies already made, much future difficulty would be avoided.

We have been a wasteful people. It is doubtful if we can continue to be so wasteful in the future. If there are ways in which our plans for school administration and finance can be improved it behooves us to make such improvements without further delay. If economies of any kind can be made in school administration and finance without injury to the schools, now is an excellent time to put such economies into effect.

<sup>1</sup>Specialist in School Finance, U. S. Office of Education, Washington, D. C.

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<sup>1</sup>A paper  
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<sup>2</sup>Lt. Co  
quarters.

# Educational Counseling in Wartime<sup>1</sup>

Edward A. Fitzpatrick, Ph.D.<sup>2</sup>

The topic I am particularly asked to discuss is Educational Counseling and Selective Service. This is only a phase of a larger subject of Educational Counseling in Wartime. Our war planning must, in the very nature of the case, be a long-time planning, and if it should be a shorter war than we expected or planned for, so much the better but no planning agency could save its face, if the situation developed beyond plans to meet it. Though the plans are long-time there are immediate calls daily for men for all the armed forces with every kind of special training, as there are calls for guns, for ammunition, for bombs, for tanks, for airplanes, for ships. This demand for men and material today and tomorrow is insistent and must be met at the time. The long-time planning for that accumulation of force, wherever it is needed to secure victory, is in the hands of those charged with the larger and higher strategy of the war. The insistent demands of the day are the ones that you should be concerned with if you will bring victory nearer and sooner. Long-time counseling and even long-time training is out of the question. The old leisure processes of education can result only in futility, so far as the present needs are concerned.

## Educational Counseling

Let us state some background concepts of counseling and of our war needs that may help us. Educational counseling and educational guidance are intrinsic elements in the educative process. If the only worthwhile education is self-education, the education which a man gives himself, then the nature of educational counseling and educational guidance is clear. It is an aid or help to the individual to direct his own education. It makes him the agent of his own education, and the great words of genuine education are self-direction, self-knowledge, self-control for the achievement of the highest possibilities of the individual self being educated. This is the long-time educational planning that must go on. Undoubtedly as a result of the chastening experience of war, we shall learn much about human education, particularly about self-discipline, self-mastery, the relation of knowledge and direct experience to education, the enormous importance of trial and error, and human capacity.

## The Instant Need Is Primarily Training

Important as general education is, the important need of the nation at the moment is training—training of men and

training of women. It is a rather specific training that is needed, training that is largely vocational, trade training, if you choose.

## Functional Literacy Needed

Even more significant is the need for elementary training in "reading, writing, and arithmetic." Two facts came to light incidentally in connection with the administration of the Selective Service Law. The first fact is:

1. 350,000 registrants could not sign their name but made their mark among the first and second registration groups, that is, those between the ages of 21-35.

The other fact is:

2. 232,000 of the registrants who were placed in Class I and were sent to induction centers were rejected for lack of educational requirements—i.e., the equivalent of a fourth-grade elementary school education. A total of 97,000 of these men were qualified for general military duty, i.e., from 5 to 7 divisions of soldiers.

There is obvious need of finding these men in our general population and counseling them as to their needs. Some men who could not read and could not follow instruction charts had to be given elementary instruction in language and number to follow the instruction, particularly in ordinance before they could complete their basic training. Thirteen valuable weeks were lost in giving this elementary language training instead of advanced technical training. The making of these men literate is a spot job that someone in connection with local education agencies should undertake now, not only in the interest of present war effort but for the more permanent social good.

## Illiterates Being Accepted Now

This is a job that local and State educational authorities have neglected—or judging from the surprise expressed upon the discovery of the fact—one that was completely overlooked. The Army has recently reduced its "literacy" standard and is permitting the induction centers to accept not more than 10 per cent illiterate inductees on any one day. This, of course, does not mean that 10 per cent of the Army will be illiterate but it provides for a rate of absorption easily possible under existing conditions. Illiterates have been skillful in specific processes in war production and made good fighting men in various countries. Whatever training the armed forces do can be only of a stop-gap character, essential for the immediate need, the more permanent solution must be left to the State and the localities. In whatever programs may be undertaken the low standard now set up of illiteracy is far below the functional literacy needed by Ameri-

cans in an industrial civilization now in the throes of war, but sooner or later to be, we trust, in the phoenixlike reconstruction of a "better world than this."

## Job Is Not Location of Skilled Workers but Training Them

It has been assumed that the immediate counseling, guidance, and placement program was to find the millions of workers needed in the factories and on the farm for the war effort and struggle, necessary for victory. War production as the means to the arsenal of democracy and for our own defense needed to be sold to the country during the drugged and doubting years. We need still to give every support possible to war production. It must be sustained and it must be increased. The fact is, the skill does not exist but it must be trained. The job is not to find workers with the needed skills—but to train new workers with the needed skills.

We forget or overlook entirely the fact that the armed forces are in need of the kind of skills that war production needs. It has been assumed that every trained worker who went into the armed forces was lost to the cause of victory. This is absurd. The skilled man in the Army and the Navy is needed now in greater numbers than he is coming in. In the various ranks of the Navy we notice the type of men the Navy needs, men in more than 145 related trades to 49 jobs in the Navy:—electricians, machinists, carpenters, radio electricians, etc. If one would think of a modern battleship or cruiser, a destroyer and a submarine, the need for industrial skill in the naval part of the fighting forces would be instantly evident. The need is no less evident in the Army itself. The Army could immediately use a large number of men among inductees through Selective Service as follows:

Autotruck mechanics  
Dental laboratory technicians  
Diesel-engine mechanics  
Electrical engineers  
Electricians  
Instrument maker-repairman  
Locksmiths  
Machinists  
Mechanics  
Physicists  
Radio operators  
Radio repairmen  
Surveyor and instrument men  
Telegraph operators  
Telephone and telegraph repairmen and installers.

This gives you some picture of the demands on the industrial man-power pool not only by industry but by the Army and Navy. The fighter man is not only the totter of the gun; he is pilot, driver, captain, or commander of those great instruments of war, airplanes, battleships,

<sup>1</sup>A paper read before the Fifth Annual Conference, of the New York Counselors' Association, Syracuse, July 18, 1942.

<sup>2</sup>Lt. Colonel, Specialist National Selective Service Headquarters.



submarines, trucks, tanks. He is the mechanic or repairman who keeps them in shape. He must have Fuzzy Wuzzy's fighting spirit, and the handiness of the Yankee.

#### Counseling Youngsters

If you want to do a counseling job of immediate help to the war effort, it must be done among those youngsters not yet registered, or registered but not immediately available for military duty because of age (18-20).

#### Training of War Skilled Workers Now

The great immediate job at the present time is TRAINING, and we are specifically distinguishing it from education, though we might find, if the work is done under the direction of educators with insight, that we have developed a sounder basis of education than much of the verbalism of contemporary education. Maybe unknown to us are new Comeniuses and Pestalozzis. At any rate, TRAINING is the immediate need and any mere shuffling of men between the armed forces and industry will not CREATE the additional skill needed in this unlooked-for totalitarian war in which we are now engaged. There must be training of additional skilled workers for the Army and Navy as well as for industry.

There has been a constantly increasing shift from civilian to war-production work. Men with industrial skill have been kept out of the armed forces because they were needed in industry. Young men, physically fitted for entering the Army, have been trained and kept in industry. The Army may have sooner or later to call them. Then there will be the need for replacement by older men or by women. But these shifts will continue and more definite steps toward "work or fight" regulations may have to be taken. But, generally speaking, the actual industrial skill of the nation is finding daily a niche in the war production or in the armed forces. That still leaves, at present, a considerable pool of man power available in civilian occupations or unemployed, or retired.

#### Reserve Man Power Is Unskilled

This reserve of man power, not yet utilized in the war-production program or in the armed forces is not available because the men are "unskilled" in terms of the present national needs. The training desired in the emergency is not the general vocational training of more leisure times, but it is the specific training which was often given in a week or month in the "vestibule" schools of World War I. Counselors and guidance officials might very well "throw out of the window" their time schedules for training this or that workman or technician. Clearer and more specific analysis of jobs and more definite description of aptitudes essential for them have cut down greatly the time that was thought essential in trade training. The

great need for this reserve man-power pool is to reach them and show them a way they can help, by:

1. Training in new needed skills for which they have aptitude.
2. Restoring or preserving skills formerly possessed with the knowledge of the new applications.
3. Upgrading persons having related skills to those needed in the war effort.<sup>3</sup>

The work can be done particularly with adults by industry itself. Education should definitely correlate such vocational training with its general education programs, as well as with a more specific trade training program.

#### The Reserve Woman Power Needs Training

An even greater reserve of man power is available if you permit the seeming contradiction in woman power. Here is a vast potential store of industrial skill with great aptitude in a great many of the fields especially needed. It is, however, essentially a resource of untrained power and skill. It is more or less unused to the conditions of factory routine and factory customs. It has prejudices against the factory worker as lacking prestige and social standing. It is therefore part of the current job in counseling and training and placement to solve these three main problems.

#### Selective Service and the Life of the Young

Let us come more directly to Selective Service. Selective Service is the greatest social fact facing the young man and indirectly the young woman, who are being counseled in our schools today. You should understand the principles as well as the techniques of it. It is a great democratic institution. It is built on faith in the people, and it is close to the "grass roots" of the country. It will inspire you to do your job better.

#### The Function of Selective Service

The function of Selective Service is to provide men needed by the armed forces in the number they want them at the time they want, with the least possible disturbance of war production and of essential civilian activities. The withdrawal of 3, 4, 5, 6, and 7 million men needed by the armed forces will naturally cause some disturbance in our organized social life and require readjustment. While this process is going on there is simultaneous need for a shift of large numbers of workers and the training of new workers in the extraordinary expansion of our industrial production. The readjustment must necessarily be great. To get the men for the armed forces, to maintain and even increase war production, and to "keep going" the essential services of our civilian life, is the comprehensive job which confronts Selective Service every day. It is not a job which stays

<sup>3</sup>These are stated in Fitzpatrick's "Conscription and America" (Richard Publishing Co., Milwaukee, Wis.)

solved. New aspects and new problems come to the front every day.

#### The Process of Selective Service

Such is the function of Selective Service. The process consists of having local boards in 6440 different communities made up of the neighbors of the registrants, locate the men in the war man-power pool of registered persons between the ages of 20 and 45, who have no dependents, who do not have irreplaceable industrial or agricultural skills used and needed in critical industries, and who have not strategic positions in the city, county, state, or federal government services. These men are physically examined and are assigned to general military duty or limited military duty, the so-called I-A and I-B. From every standpoint of ultimate victory it is desirable that these be the younger men, because of their flexibility, their educability, their endurance, and their spirit.

#### The I-A Men

It is these young men with whom counselors and schools have contact. They will go into the Army for their basic training—a great democratic and democratizing institution. They will catch the spirit of the war, they will develop a camaraderie of arms, and morale will have new meaning for them. The opportunity for officer training is always there, and selectees have done very well in earning the opportunity and making good in the training. To the selectee who goes into the Army every door of opportunity and advancement is open.

#### Physically, Mentally, and Morally Fit

You must prepare them for this opportunity. They must be guided first to "physical fitness" and sound habits of personal hygiene. You must see that they have as good an education as they are capable of, including mathematics which unfortunately has become a bugbear in our process of "earning" credits or units instead of being educated. Spiritual fitness should not be overlooked.

#### New Skills Valuable in Reconstruction

It must not be thought that the skills, now being given to persons of both sexes who were not regarded as part of the labor forces, will be useless after the emergency. The reconstruction and the readjustments attendant upon demobilization only will furnish new opportunities for these recently acquired skills, and offer up possibilities to the trainees in the new world which would have been denied them in their older status.

#### Educational Counseling in a Changing Society

The great difficulty with educational counseling and educational guidance is the prophetic character it must often assume. It presumes to know what the individual

(Concluded on page 54)

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\*Educa tion, Wa



# Preflight Aeronautics for the High School

Edgar Fuller\*

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We must educate for the Air Age if we would win the war. We must continue to educate for the Air Age if we would successfully maintain our national leadership within the more interdependent world that will come at the end of the war. We must educate for the Air Age if we would fulfill our plain obligations to the children who are now in the schools; if we would prepare them for the world in which they are going to live, rather than for the world in which their elders lived before the Air Age revolutionized our environment and the lives of all of us.

Most of the educators of our country know that aviation has climbed to the top of the list of educational priorities. There seldom remains a question about whether to do something in the schools, but there are many questions about what to do and how to do it.

Our aroused educators have been encouraged to provide for insertion of information about aviation into all the regular school subjects in all the grades of the elementary and secondary schools. They are responding by teaching such subjects as geography, biology, mathematics, science, social studies, and even English and foreign languages in terms of the Air Age world. Students will learn, for instance, the principles of global geography, how flight affects the human body, or the economic, political, and social effects of the airplane, as these matters seem appropriate in the regular courses throughout the grades. Some teachers will do these things more effectively than others, but the total result will be to modernize the curriculum over a period of time. This is a long-range and general curriculum-revision program of the utmost importance.

Most school leaders are not satisfied, however, to confine their contributions in aviation education to such a general and long-term program. They want to teach aviation in ways that promise more specific results within a shorter time. They have discovered that preflight aeronautics can be taught successfully as a course in high school science and that schools which have offered such courses during past years have been leading the way toward a better educational program.

Many thousands of American high schools have therefore inaugurated preflight aeronautics courses for the first time in 1942. Teachers and administrators are asking about the subject matter of such courses, who should teach them, who should take them, and what materials and teaching aids should be obtained for general use. This brief article outlines some de-

fensible policies on these matters; elaboration of the reasons for the suggestions made will have to await a period when more extensive and more leisurely writing becomes possible.

## II. Five Important Problems

### 1. *Where and why should preflight aeronautics be taught?*

Preflight aeronautics can and should be taught in most of the senior high schools of the country. It should be available for boys and girls of the eleventh and twelfth grades as an elective science. It is the basic course on the high school level for those who are going to fly in either military or civil aviation. It is a desirable course for persons who plan to work in aeronautical occupations on the ground. It is also an unexcelled course in high school science as such, even though the student does not plan to work in an aeronautical occupation and does not fly except as a passenger.

### 2. *What is the subject matter of preflight aeronautics and the time required to teach it?*

Preflight aeronautics inducts the student into science as it relates to the airplane. It teaches the fundamentals about how an airplane is constructed, why it flies, how it is controlled on the ground and in the air, the ocean of air in which it flies, its power plant, how communications are maintained during flight, and how the pilot finds his way from one place to another. This is a course in high school science, at least one year in length, which is basic in the same sense any high school science course is basic to later and more advanced learning in the same field. The materials of preflight aeronautics cannot be taught adequately in any of the traditional courses in physics, mathematics, or industrial arts, partly because too many parts of too many of the traditional subjects are involved. This fact, combined with the necessity of inserting much new matter, would quite completely displace the present content of the traditional courses. They would be emasculated and unfit for other purposes. Preflight aeronautics clearly calls for undivided attention for at least a one-year course of 180 to 270 class hours.

### 3. *Who should take the course in preflight aeronautics?*

Every eleventh- or twelfth-grade student who can meet the admission requirements set by the local authorities should be permitted to enroll for preflight aeronautics. Those requirements should be set at a reasonable level, because students who have not done well in some traditional subjects often succeed when they study preflight aeronautics. Students are usually able to learn those things they greatly

desire to learn, and the reasons for learning preflight aeronautics are obvious. Students will be well prepared for the course if they have previously completed two or more years of high school mathematics and have had (or are taking concurrently) a course in physics.

But other criteria for selection of students may be fully as important as the amount of science or mathematics the student may have had; efficient students of high general capacity will succeed regardless of the courses they have previously completed. Few teachers would select an inferior but plodding passer of courses in preference to a brilliant and diligent student with good mathematical and scientific aptitude who may have missed geometry.

We do not know how to predict the probable future success of particular students of preflight aeronautics. Certainly no one knows enough to justify a dogmatic exclusion of reasonably capable students who desire the course. There is less mathematics in the work than some persons would lead us to believe, and some of that which is necessary can be learned as it is required in the course. The wise high school principal will establish admission requirements that seem to fit the situation in his school, but he will probably leave room for special admission of exceptional students who fall short in some specific requirement.

Under some circumstances, young people who are not in school may desire to join the preflight aeronautics classes. Such persons, especially men who are interested in military aviation, should obviously be encouraged to do so. Where no special evening classes are provided, neither academic prerequisites nor traditional school-time schedules should be permitted to thwart their desires.

Ideas about physical fitness for flying have changed rapidly in recent months. If all students who take preflight aeronautics were destined to become military flyers, we might specify generally that prospective students must possess normal vision, have good general health, and be rather tough in a physical sense. Even in military aviation, however, we may come to welcome men who lack one or more of these qualifications, especially if the war becomes more difficult and our reserve man power becomes more depleted. Ground-crew personnel greatly outnumber those who fly, and many who fly are not pilots. Successful performance of many important tasks in both military and civil aviation does not depend upon special physical fitness of those who perform them. Girls cannot pass physical tests intended for men. Preflight aeronautics is a desirable high school course for all these groups. It seems, therefore, that the only instances where

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Training boys in Aeronautical Trades cuts down the training period in the Army and Navy.

physical examinations would be justified as prerequisite to enrollment in preflight aeronautics would be where a lack of teachers might make it necessary to admit only students preparing for military service.

#### Teachers and Teaching Materials Available

##### 4. *Who should teach the course in preflight aeronautics?*

The most serious obstacle to general introduction of preflight aeronautics in high schools is probably the scarcity of qualified teachers. Physics, general science, mathematics, or industrial-arts teachers are the logical instructors for such courses, and these are the persons most in demand by the armed services, industry, and the established science and mathematics programs of the schools. It is neither necessary nor desirable to dispense with established courses in science and mathematics. Preflight aeronautics should be added to that program as a full equal of academic physics in recognized importance and academic respectability. Experience has proved that enrollments in mathematics and science courses will increase when preflight aeronautics is offered. This is particularly true of the ninth- and tenth-grade mathematics courses, in which the students will enroll in order to prepare for the preflight aeronautics course which will be available in the eleventh or twelfth grade.

An inventory of the local teaching staff may provide the extra teaching force required. Such an inventory will usually produce teachers who have minored (or even majored) in mathematics or science and who are now teaching other subjects. The instructor chosen to teach preflight aeronautics can thus be relieved from one of his more elementary subjects, such as junior high school general science or general mathematics, without net loss to the established science and mathematics program.

Large numbers of teachers have already prepared for the teaching of preflight aeronautics by attending regular civilian pilot training ground schools during the past summer. Others have prepared in summer session workshops or courses offered by colleges or universities. Some teachers who will be asked to offer the instruction have not had these opportunities. In any case, a generally effective teacher of science or mathematics who has an interest in aviation will find his preflight aeronautics class successful and not more difficult to teach than some of his older subjects.

##### 5. *Are required class materials, teachers' aids, and laboratory facilities available?*

There are at least seven general textbooks in preflight aeronautics now available for use in high schools. These textbooks compare favorably with those in other scientific fields. Two of them are accom-

panied by extensive teachers' manuals which assist the instructor on most of the details he will encounter during a year or more of instruction. There are hundreds of supplementary books on aviation which are suitable for high-school use, many excellent periodicals, and numerous films which may be obtained quickly and at reasonable cost. Some films and quantities of appropriate printed materials are available free or for the necessary postage. Altogether, there is a wide choice of class materials and teachers' aids — adequate for any local school situation.

The high school physics laboratory will serve for the teaching of preflight aeronautics. The industrial-arts shops will also be useful for some units. Much of the distinctive laboratory equipment can be made by the students, and the cost of such extra equipment is surprisingly small. Possibilities along these lines are detailed in the teachers' manuals to which reference has been made. Instructors will find that laboratory work in preflight aeronautics can be adapted to the laboratory schedules of the individual school quite as easily as such adaptations are made in other science courses. In many localities field trips can supplement the work in the laboratory. Class materials and laboratory exercises will present no great difficulties in most high schools.

(Concluded on page 54)

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# The Teacher Examination System of Syracuse, New York

Harry P. Smith\*

For many years the Syracuse school system has administered an examination to elementary school applicants who were not honor graduates of the local city normal school. A similar examination was administered to secondary school applicants until the teacher shortage during the first world war caused its abandonment. This examination system was merely a survival of the early plan of local certification characteristic of many cities of the East. In New York City and Buffalo boards of examiners still certify local teachers under a provision of the law which legalizes their existence. These boards issue local certificates even though the applicants may be eligible for state certification.

The depression period reversed the trend of the teacher supply of the first world war period. Applicants were so numerous that an undue amount of the time of the superintendent and his administrative assistants was consumed in person interviews. In many cases these interviews involved not only the candidates themselves but their friends and relatives as well. Busy board members were compelled to spend much time listening to the pleas of persons for themselves or for their friends.

The files of applications grew larger and the candidates more numerous until it was beyond the power of one individual to sift out the better teachers from the poorer ones and to make recommendations. At this point the board of education directed that an examination system for secondary school candidates be inaugurated and that eligible lists of prospective appointees be established on the basis of the examination results.

The Research Division of the city schools, assisted by members of the administrative and supervisory staff, was made responsible for this examination. The challenge was a real one. To devise a system that would be valid for the selection of good teachers was a real task. If such a system is to be successful, it must discriminate between "good" teachers and "poor" teachers. It was admitted that candidates finally ranked in any part of a list might be equally "good" or equally "poor," but it was imperative that the "good" be differentiated from the "poor." Otherwise the effort expended in preparing a list of eligibles for each type of position would be wasted.

It was felt that a candidate should meet certain requirements. He should be physically fit as evidenced by a medical examination. He should be eligible for a New York State certificate. He should know something of professional education, par-

**The new tenure plans make an objective method of selecting teachers of increasing importance. How one city under competent leadership is accomplishing excellent results is told in this paper.**

ticularly adolescent psychology and the principles of learning. He should be a competent student and well qualified in the content areas in which he desired to teach. If experienced, his record should be reasonably satisfactory. His personality should be acceptable and he should be able to handle a group of adolescents in a classroom situation.

## The Examination System

To select candidates who meet these requirements and to eliminate those who do not, the following examination system was devised:

- |   |          |
|---|----------|
| 1. Written professional examination   | Weight 1 |
| 2. Written subject matter examination   | Weight 2 |
| Part 1. Standardized test in specialty  |          |
| and for   |          |
| Part 2. Test prepared locally in specialty  |          |
| 3. Evaluation of scholastic record based on official transcript   | Weight 1 |
| 4. Evaluation of teaching or other professional experience in field of education based on confidential reports of employers | Weight 2 |
| (For inexperienced applicants this section was waived and his ratings on the other sections reapportioned)                  |          |
| 5. Interview  |          |
| Part 1. Use of Oral English   |          |
| Part 2. General personality rating  | Weight 2 |
| 6. Teaching performance   | Weight 2 |
| Total of Weights  | 10       |
| (Total of weights for inexperienced applicants — 8)   |          |

The subject fields were divided as follows:

1. Art
2. Commerce
3. Drawing (mechanical)
4. Language
  - (a) English (including speech) (b) German
  - (c) French (d) Latin (e) Italian
5. Mathematics
6. Music
7. Science
  - (a) General (b) Biological (c) Physical
8. Social Studies
9. History
10. Home Economics
11. Industrial Arts (nonvocational)
12. Physical Education
13. Vocational Industrial subjects (primarily for Smith-Hughes candidates)
14. Guidance
 

Applicants desiring to qualify in more than one field were required to take the written examinations in each field.

The medical examination was conducted by the medical staff of the city school system. This insured a uniformity of procedure that would have been impossible had the applicants been permitted to submit the results of examinations by many physicians.

The written professional examination

was prepared by members of the staff of the Syracuse University School of Education. It consisted of two parts: Part I included a large number of objective type items covering philosophy of education, knowledge of the adolescent, information concerning the American school system, and the New York state system, and the principles of learning on the secondary level. Part II consisted of the one item:

The candidate will write for 45 minutes on the following topic: The Functions of Secondary Education in New York State. (Functions may be interpreted as aims or objectives.) This exposition will be scored twice: first, for content; and second, for form, diction, and general quality of the English used.

The written examination required three hours. Part I was scored by the office staff using the conventional type of scoring key. Part II was scored by a group of supervisors who first set up a scoring key consisting of the aims of secondary education most frequently mentioned by a large number of writers in this field. Weights were assigned to each and a distinction was made between listing the objectives only, and discussing them. The English used in this part of the examination formed the basis of a judgment which was made later on the candidate's ability to use written English.

The validity of this professional examination was based on the judgment of university faculty members engaged in the training of teachers and the city supervisors concerned with their supervision.<sup>1</sup>

The supervisor of English for the school system rated the candidate as "satisfactory" or "unsatisfactory" in English. The latter score was considered a serious handicap on the general assumption that a secondary school teacher should be able to use the English language correctly.

## Content Examinations and Mastery

The content examinations were of two types — a standardized test in the field for which the candidate was an applicant, and a test prepared locally either by members of the university faculty or by the local supervisory staff. In fields in which no

<sup>1</sup>The reliability of Part I was .86. The reliability of Part II, the essay-discussion section, was .77. Reliability was determined by the chance-halves method corrected for length.

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standardized test was available only the local test was used. The local tests were constructed in accordance with carefully prepared suggestions. Each test was then reviewed critically and edited by the director of the Research Division. In the laboratory sciences, music, physical training, and industrial arts, performance tests were constructed and administered. This was done because it was felt that a candidate should not only know the content of his field thoroughly, but he should himself be able to perform the experiments and the activities expected of his pupils. The performance tests were scored as objectively as possible by means of schedules prepared in advance of the examination.

Many interesting incidents occurred in connection with the performance tests. At least three applicants for science teaching positions required first-aid treatment because of injuries in setting up apparatus used in high-school chemistry and physics. Some of the applicants in the physical-education area were unable to show that they could protect pupils from injury who might perform badly on gymnasium apparatus. Candidates for music positions were required to sing at sight and to play with some degree of proficiency at least one musical instrument. Some of these applicants could not sing at sight readily, and others could not perform on any musical instrument. It was clearly apparent that a few "had no music in their souls." Members of the examining staff were impressed with the fact that credits sufficient for a teaching certificate in music could be accumulated with apparently no native ability or real mastery of the field.

The validity of the content tests was based on the judgment of experts in the subject-matter fields. The underlying assumption was that a teacher should have a reasonable mastery of the knowledge and skills of the area or areas in which he expects to direct learners in their learning activities. No published test was used whose reliability was not known. The mean reliability of the locally constructed tests was .86. The reliabilities indicate quite clearly that it is possible to prepare local tests that will serve the purpose admirably.

The results of the professional and the content examinations were combined, the latter being given twice the weight accorded to the former. This was done so that candidates with recent professional training would not enjoy an unfair advantage over older teachers who might be superior scholars in the content fields but less well informed in modern theory. The score in each was determined by using the point score of the highest candidate as the base and computing the ratio of each score to that base.

Percentile scores were ruled out because they yield rank, rather than exact position on a scale. Standard scores were discarded as too difficult of interpretation. It was felt that the method used could be explained to the rank and file of teachers and supporters of the candidates with some hope of understanding.

### The Second Step

At this point the first elimination occurred. The candidates in each group were ranked from highest to lowest on the basis of the weighted composite of the scores on the two tests. The lists were then placed in the hands of the superintendent who eliminated candidates beginning with the lowest and continuing upward to a point where in his judgment the score represented achievement considered desirable in a prospective teacher. Since this point was not identical on all lists it cannot be said that there was a definite passing point. Such a point, however, could be established.

The people whose names remained on the list were requested to supply certified transcripts of their scholastic records and data concerning their professional experience. They were also requested to supply the names of superintendents, principals, and supervisors under whom they had taught, rather than references of their own choosing. A confidential inquiry blank was then sent to each reference.

In the preparation of this form a serious attempt was made to eliminate the "halo" on the part of the respondent. Eleven categories were set up each being carefully defined by means of a series of questions. Supporting comment was solicited under each. The categories were:

1. Comprehension and adaptability
2. Knowledge and skill in position
3. Knowledge and skill in handling pupils
4. Quality of work
5. Interest in his position
6. Working under supervision
7. Relationship to staff
8. Manner and personal appearance
9. Dependability
10. Community relationships
11. Professional relationships

The general form is illustrated by the fifth category.

#### INTEREST IN HIS POSITION

Is this individual conscientious? Is he a mere time server? Does he permit extraneous interests to interfere with his daily work? Does he seek information and attempt to become more valuable to the service? Does he contribute to staff meetings and make constructive suggestions? Is he generally useful about the school?

( ) Satisfactory to Good  
( ) Inadequate to Deficient  
( ) Very good to Excellent  
( ) Poor to Very Poor  
( ) Exceptional to Perfect

The five-point marking system was arranged horizontally after each category and the points were listed in a chance order. Numerical values were attached to each and the results so treated that a quantitative rating on quality of experience was obtained which could be treated with the other ratings.

This rating was weighted *two*. Inexperienced candidates were not given an experience rating but were placed on the list on the basis of their showing on the other parts of the examination with a reallocation of their scores on the other sections.

The inquiry blank also provided for "yes" and "no" answers to a few specific questions. When the responses were

deemed too detrimental to the candidate, he was eliminated from further consideration.

Each candidate was required to furnish an official transcript of scholastic work done. This served a double purpose—a check on specific preparation for the position applied for, and a rating on scholarship. Due to variations from college to college this rating was weighted but *one* instead of the *two* accorded experience and the score on the content examination.

### Personal Interviews Used

The next step was the personal interview. This was conducted by three persons selected from the administrative and supervisory staff of the city. Building principals were included. The three sat as a committee. The method used was to outline for the candidate one or more concrete situations which a teacher might face. He was asked to indicate his method of meeting the situation. The interviews usually consumed at least 30 minutes. This method of interviewing was used to avoid the conventional and superficial questions that so frequently characterize such interviews, and to give the candidate an opportunity to reveal something of his method of meeting real situations.

Each interviewer used a five-point rating sheet which included a limited number of traits each one of which was carefully defined as to low quality and high quality, leaving the interviewer to determine the intermediate steps. The ratings were made independently, but the results were treated statistically so that the final result was a quantitative value which could be used with similar values for other parts of the examination. This interview was given a rating of *two*. In this work the committee had the advice and guidance of Dr. Herman C. Beyle, of the Syracuse University School of Citizenship and Public Affairs, who has worked with various civil service commissions and with the Institute of Public Relations, of Princeton, N. J.

At this point the ratings were combined into one composite, and the lowest ranking candidates were again eliminated so that the resulting lists would be composed of those who made the best showing. This brought the problem of teaching performance within reasonable limits.

The final step was the teaching performance required of the candidate. It was admitted by the entire committee that the most desirable practice would be to visit the candidate at work in his own classroom. But there were two objections to this. It was physically and financially impossible for three members of the staff to visit each candidate personally in his work. Then, too, inexperienced candidates would have had no classes of their own. (It may come as a surprise that a city system would consider inexperienced teachers. But it was felt that among such there might be a few individuals of rare promise who could be developed into superior teachers in a short time under the direction of a sympathetic supervisory staff.)

### Seeing Candidates at Work

But one way remained to see the candidate at work. That was to assign him a class period in the city schools where he could be observed by three members of the staff. The day was set some weeks in advance and he was notified of the class period or periods he would handle. He was encouraged to visit the school and the room to learn all he could of the pupils he would handle. He was expected to confer with the teacher in person or by mail to ascertain the specific unit or units being handled by the group. This all was done on the assumption that the candidate would appear to the best advantage under the circumstances. As a matter of fact the situation was much better than the ordinary substitute faces when he is called upon to handle a class in the absence of the teacher. This also gave the inexperienced teacher an opportunity to perform.

Three members of the staff including the building principal sat through the entire performance. Each rated the candidate's performance independently using a form which had been prepared beforehand and which stressed general bearing before the class, mastery of the materials of the unit, and the direction of the pupils through their activities.

The plan worked out surprisingly well. Many candidates were apparently thoroughly composed and complete masters of the situation. In fact, the performance of one candidate was so superior to that of the teacher whose place she took that the former, who was present through the performance, was thoroughly angered by the unfavorable light in which her own performance was shown.

A composite numerical score was secured for the teaching performance and weighted *two* on the assumption that this performance was just as important as the experience, the interview or the score on the content examination.

The results were then combined into a single composite score as follows: professional examination, weight *one*; subject matter examination, weight *two*; scholastic record, weight *one*; teaching experience, weight *two*; personal interview, weight *two*; teaching performance, weight *two*.

A rank order list was then prepared for each subject area, and candidates recommended in order from the list.

Of course the one great question is that of validity of the entire examination procedure. Does it secure on the whole better teachers than the hit-or-miss procedure formerly used? If it does, then it is valid; if it does not, then there is a serious question. Of course it may be justified solely on the basis of eliminating from the list the obviously unfit—a result the system surely attains.

A recent canvass of the secondary school principals, supervisors, and directors revealed that 82 per cent said unequivocally that better teachers were secured. The remainder asserted that they might select better teachers if they could go into the

market and secure the individuals that they wished. The weight of judgment is therefore strongly in favor of the examination system as now operated.

### The Vice-Principals' Examination

Several vacancies in principalships were filled last year by advancing vice-principals. That left the positions of the latter vacant. The board of education directed that a competitive examination be held and announced that nominations for appointments must be made from the list so prepared. It also announced that the board favored the advancement of vice-principals to principalships when vacancies occurred.

As in the secondary school teachers' examination the candidate was required to present proof of physical fitness and eligibility for a principal's temporary certificate.

The examination itself included the following:

1. Written professional examination	Weight 2
2. Scholastic record	Weight 1
3. Personal Interview	Weight 2
Part 1. Use of oral English	
Part 2. Rating of personality and general grasp of administrative and supervisory problems	
4. Professional record	Weight 1
Total	Weight 6

The professional examination was a six-hour written test consisting of ten free-answer type questions designed to measure a candidate's mastery of the theory and philosophy of administration and supervision. The second part included six problems of a practical nature designed to show the candidate's ability to apply principles to practical situations. The double emphasis on theory and practice was designed to equalize training and experience so that neither would be given undue weight.

This examination was prepared originally for a civil service commission in connection with a supervisory position in education. It had selected a group from among many applicants who were recognized as competent by state educational authorities. The validity of the test was

therefore assured. Nevertheless it was submitted for suggestions to two eminent authorities, one within the state and one outside of the state. Their suggestions were incorporated in the form used in the city so that the test was probably somewhat improved. (Its reliability was .834. The correlation between the two parts was .64, indicating that they measured somewhat different things.)

The oral interview was conducted before a committee of four. Each candidate was given from 30 to 45 minutes. After a few preliminary questions an administrative problem was pulled at random from a pack of cards, numbering about 100, on each of which a problem was typed. The candidate read the problem and then explained to the committee how as a principal he would handle such a problem. These problems covered a wide range. Each member of the committee rated the candidate independently, using a score sheet with each of four categories and their subdivisions rigidly defined. This device proved discriminating as the ratings ranged over a large portion of the possible range of the scale. The method of interviewing was an attempt to visualize the candidate in the job through having him show how he would handle concrete situations.

The other parts of the examination were handled as in the examination of secondary school teachers.

The final list contained the names of those making a satisfactory showing on the examination as a whole but not in rank order. Any one may be recommended for appointment. This is highly desirable since the types of schools vary so that the one ranking highest on a rank order list might not meet the conditions imposed by a specific situation.

### The Elementary Teachers' Examination

The preliminaries for elementary teaching candidates are a thorough physical examination and eligibility for certification.

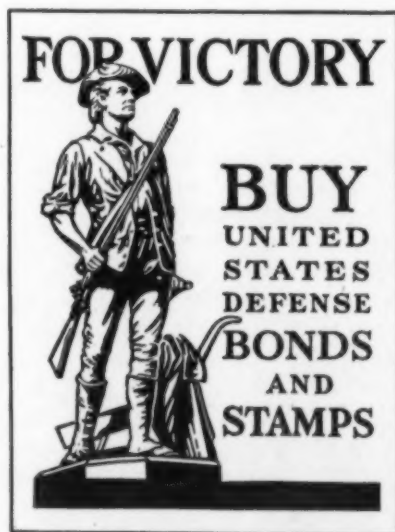
Each candidate then takes a written professional examination covering general information, classroom management, pupil control, principles of teaching the school subjects and measurement. A standardized teaching aptitude test modified for local use has been used.<sup>2</sup>

Candidates for the kindergarten list are given a modified form of the test.

The procedure includes in addition a scholastic rating, a personal interview, and a rating on experience. Candidates are arranged in rank order and recommended for appointment as their names appear on the list.

This examination system entails unusual work and effort on the part of a staff whose duties are not primarily in this area. But the experiences of the school system with this plan has been such that there is no disposition to abandon it.

<sup>2</sup>Professional Aptitude Test for Elementary and Junior High School Teachers by Oscar E. Hertzberg and Frederick Lawson Whitney revised for the Syracuse schools by Harry P. Smith and Maurice E. Troyer. (The reliability is .83.)





# FAILURE AND GUIDANCE

Charles I. Glicksberg<sup>1</sup>

## I. General Considerations

For the average teacher, marks, grade placement, scholastic achievement, the mastery of information seem of primary importance. Such an attitude, while it professes to do all that is humanly possible for the advancement of the young, is actually indifferent to their basic needs. For the fact cannot be denied that many students are not at home in the academic curriculum which most schools provide. They enter school hopefully and leave it discouraged, their mental energies largely unutilized, their interest deadened. Especially those placed in poor economic circumstances and suffering the added handicap of difficult home or family background, find it hard to adjust themselves satisfactorily to the swift educational goosetep.

The tendency still prevails to regard those who fail to pass their academic subjects as innately "inferior." But why do students fail? What is the psychological or other factor responsible for their signal failure in adjustment? Why has their growth been impeded and their happiness consequently impaired? The issue raised by the underprivileged, by the lower brackets in the hierarchy of the I.Q., cannot be evaded. Students do differ in intelligence and ability; they have different outlooks, ambitions, needs, aptitudes, and interests. Cannot modern education so be ordered as to proceed without the necessity for drastic and chronic failure?

If we take as a central aim of education the development of wholesome, integrated personalities, then there is no justification for a high percentage of failures. Unfortunately, too many teachers still regard the school as having been established for the sole purpose of upholding certain fixed academic standards which the pupil must meet or else be held back. The conception of the school as a nursery for the full, sympathetic cultivation of the personality on its own level and at its own rate of speed, is still struggling to gain acceptance. But if this is to be our goal, then our co-ordinates of success must be redefined. Certainly from the point of view of mental hygiene, success in school should not be identified with marks; it is what the pupil himself is undergoing, the quality and direction of the changes in attitude and growth he is experiencing, his adjustments to social reality, the aims of life and the ideals he has set up for himself, and the degree to which he is fulfilling it—it is these that are the true measure of success

in education. By maintaining rigid criteria of scholastic conformity, the schools are creating a painful problem, the problem of the failures, those who cannot fit into the Procrustean academic pattern.

## II. The Institution of the Grade Adviser

The position of grade adviser was instituted in the Newark secondary schools to promote better scholarship and more harmonious student-teacher relationships. For each incoming class a grade adviser is appointed whose task it is to supervise their conduct, their academic progress, and to take care of any special problems that may arise. His duties are varied and onerous. In a freshman class of about 340 students problems crop up which call for careful investigation, resourcefulness, and tact; problems for which there is no ready-made solution. The grade adviser must perform a number of difficult functions. He irons out sources of friction which exist between teachers and students; he metes out punishment when it is rightly deserved; he listens to complaints from all sides; in special emergencies he is asked by a teacher to come to her class and adjust a potentially critical situation. He is—or is supposed to be—judge, father confessor, disciplinarian, parent substitute, guidance counselor, curriculum expert, shock absorber, confidant, friend. He must discover ways and means of stilling the clamor for justice on the part of students who feel that their rights have been abused, and also satisfy the equally insistent demand of irate teachers for summary police action against insubordinate or intractable students.

One of the major duties of the grade adviser is to reduce the number of academic failures. During each report period, he distributes cards to those students who have failed one or more subjects. While engaged in doing that, he endeavors to find out what was the principal cause of failure in each case. During the course of the inquiry, the grade adviser discovers to his dismay that the students are consistently unwilling to divulge the real reasons for their failure. It takes minutes of patient, friendly coaxing to overcome their suspicious and frequently hostile attitude.

The schools as a rule accomplish little of therapeutic value in dealing with scholastic failures. Such failures cannot be adequately handled by traditional methods. Under a system of mass education and standardized curriculums and graduation requirements, the deviant can receive but little personal attention. The underlying causes of his inadequacy are commonly not discovered by either the teachers or the

administrators. Protective of his self-esteem, the pupil stubbornly conceals the true cause. He is usually too honest to foist the blame on his teachers, though on occasion he may do so—and with considerable justification. But he is on principle opposed to having strangers pry into what he considers his private affairs. He refuses to speak out; he will not reveal essential information—at least not until his full confidence has been won.

Now the experienced grade adviser knows why most students fail, but there is no formula that can be applied in advance. Each case has its individual peculiarities and side lights. A thorough interview is necessary, a sympathetic personal conference, the first part of which is devoted to gaining the pupil's confidence. Time, however, does not always permit the adoption of such methods. There is no time for examining the difficulties which each pupil is encountering, his social status, his family relationship, his personality adjustment, and so on.

Since there is often no time for all this, teachers and grade advisers fall back upon the time-honored device of preachment and paternal counsel. They advise the boy or girl to be "good"; they appeal to the pupil's sense of pride, his common sense, his fear of incurring parental disapproval. The pupil naturally makes whatever promises are necessary in order to escape from this uncomfortable situation. What else can the harassed grade adviser do? The pupils expect an attitude of sternness and admonition on his part. They sidle up to him with unmistakable apprehension; even those who are defiant and come forward with an air of grinning bravado, are displaying the same mental state, only in a negative form. There is one thing the grade adviser can do, however, and that is to make the pupils feel he is genuinely interested in their welfare both in and out of school. This sounds perhaps like a namby-pamby attitude, sentimental and foolishly soft. But the hand of friendship simply extended, the affection given as a matter of course, the good-humored and sympathetic understanding of the pupil's dilemma, the patient willingness to wait until he is ripe for confidence and advice, the personal interest in his problems: these make a powerful impression on many, though not all, students. Then the pupil makes promises of his own free will. He turns up at odd moments with an eager, conspiratorial whisper: "I passed my examination. My mathematics teacher tells me I am improving. Look at my report card."

## III. Why Teachers Fail Students

In order to assist students to overcome their difficulties, the grade adviser prepared a form which they were asked to fill out as honestly and carefully as possible. The information, they were told, would be regarded as strictly confidential. Leading

<sup>1</sup>Newark, New Jersey.



questions were supplied: Are you unable to understand the work? Have you failed to do the homework assignments regularly? Do you spend enough time studying your lessons? Are there any conditions at home which interfere with your schoolwork? Are you dissatisfied with your present course of study? Are you dissatisfied with your teachers?

Originally a different plan had been followed, that of asking teachers themselves to explain why a particular student had failed. This had to be abandoned because a number of teachers failed to cooperate. Furthermore, the reasons they furnished were not sufficiently specific or searching. Finally, some of them felt that it was no part of their duty to justify the failure of their students; their duty, they maintained, was to teach, and those who did not come up to standard requirements simply took the consequences.

Nevertheless, some of the comments teachers set down are revealing; they indicate clearly not only why students frequently fail but also what teachers consider sufficient ground for failure. Many failures were attributed to excessive absences, but an even larger number to inability to pass tests. Another source of failure, and one that annoyed teachers exceedingly, was lack of attention, restlessness in class. This was the crime of crimes, the unpardonable sin. Stupidity, no matter how invincible, could perhaps be forgiven, but not daydreaming. The numerous complaints on this score testify to the seriousness with which it is regarded by many classroom teachers. Failure is used as a bludgeon to exact attention, with the result that attention is more distracted than ever. Unless the teacher can understand the problems that are troubling the pupil, the cause of his daydreaming, he cannot hope to cure him. Another cause of failure is the inability of some pupils to master the verbal symbols of their reading material. The language of the textbook as well as of the teacher is often beyond their power of comprehension. Once this diagnosis is made, however, teachers feel absolved from all responsibility and cheerfully fail the student instead of trying to adapt the material to the individual capacities of the pupil.

Teachers vary in their standards, but it is interesting to note the apparent unanimity with which they condemn and punish those who fail to prepare their home assignments. Also important in the eyes of teachers and administrators is the problem of "cutting." A student who willfully stayed away from class doomed himself to summary failure. A well-functioning school cannot possibly tolerate laxity of this kind, but the remedy perhaps lies, not in sticking to the letter and imposing the full penalty of the law, but in the application of sound principles of mental hygiene. Why has the pupil taken it upon himself to defy "society," why has he



The Emblem of Our Liberty

Photo, courtesy of F. R. Powers, Superintendent, Amherst, Ohio.

decided to break "the law"? His ingenious and desperate efforts to escape detection indicate the depth of his fear, his heavy sense of guilt.

Who are the chronic cutters? They are, in the first place, the pupils who are poorly adjusted to academic standards. The burden of failure is too much for them to bear; they cut classes in order to escape from an intolerable sense of futility. Then there are students who are made restless and irritable by difficult circumstances at home. Rather than stay in school, they would much rather learn a trade or take a job and thus help out their family. Finally, there are the mentally and emotionally unstable who form another group of cutters.

These in general sum up the reasons teachers usually give for failing students. One exception, however, must be noted: There are teachers with poorly integrated personalities, unsure of themselves in class, harassed by fear that they cannot control their pupils, who use marks as a disciplinary weapon. They antagonize even the cooperative pupils, and thus create heaps of trouble for themselves — and the grade adviser.

It seems strange that some teachers should derive satisfaction from failing students, but such is often the case. Justice is being done when they record a failing grade. Is not all of life an examination in which one is given marks in terms of wages, profits, promotion? There are rules

to follow, duties to perform, tasks to carry out. Hence the impression under which many teachers labor that all their job calls for is to give out assignments, to grade papers, to conduct recitations, and to hold examinations.

#### IV. Why Students Fail

When we read the pupils' account, we get an entirely different version. Their story does not, except in a few cases, jibe with the report submitted by the teacher. Though a number of pupils complain about the attitude of their teachers, they are on the whole far more just and restrained in their comments than are some teachers about the shortcomings of their pupils. They are acutely conscious of temperamental clashes, of unreasonable (or what to them seems unreasonable) demands, of harsh and inconsiderate treatment. Education is for them a highly personal matter. It is an experience they are living through, a dramatic social situation. They crave understanding and affection; they wish to be treated as adults.

That pupils are discriminatingly critical in their estimate of teachers is attested by this candid comment: "When I first began Latin, I was satisfied with my teacher and understood him perfectly well. I was satisfied with him because he explained the work thoroughly and when he found our faults he endeavored to correct them. Above all, he spoke clearly and made the work understandable. One day, much to my regret, there came word that the class was a bit overcrowded. Among those to be moved was myself. When I reached my next class I discovered that the teacher spoke in a low monotonous tone. *I found that I could not understand him.* There is one thing I do not like, and that is to have a person talk, and not understand what he is saying." This comment is illuminating in some respects. Not only does it indicate a sound evaluation of one phase of teaching effectiveness, but it also brings into focus a frequent source of strain and dissatisfaction: the teacher himself. The confession of inability to get along with teachers is not to be lightly dismissed by the grade adviser.

These questionnaires also made clear why students cut and played truant; they didn't like school; they were failing anyway and it didn't matter whether they came to class or stayed away. As one pupil declared of her algebra teacher: "She does not believe in me in any way." The most discouraging cause of failure was attributed to inability to grasp the subject matter. If only the teacher would proceed more slowly in consideration of the needs of the slower pupils, if he only gave more time for the solving of problems!

#### V. Conclusions Drawn

Many educators are insisting that the basic duty of the school is not only to impart a given intellectual content but to



DR. L. FRAZER BANKS  
Superintendent of Schools  
Birmingham, Alabama

Dr. Banks, who has experienced every phase of instruction and supervision in public education and much of university work, was on July 14, elected superintendent of schools at Birmingham, Ala., to succeed Dr. Charles B. Glenn, resigned.

Dr. Banks, born in Union Springs, received his early education in Alabama, but went to high school and university in Colorado. He began his career as a teacher in the Chickasha, Okla., high school in 1911. In 1913 he returned to Alabama and accepted a position as teacher in the Ensley High School, Ala. He became principal of the Bush School and then of the Ensley School. He served 14 months with the Field Artillery overseas in 1918, and in 1919 was director of the AEF elementary and high schools at Beaune, France.

In the fall of 1919, he returned to the Birmingham schools as principal of the Martin School, and two years later was made assistant superintendent of schools.

Dr. Banks is a graduate of the University of Colorado, and holds the M.A. degree given by Peabody College for Teachers, and the degree of doctor of laws, granted by Birmingham-Southern College.

educate the mind and heart, to build character, and to prepare youth for the full range of responsibilities of life and adult living. The ability to live wisely and co-operatively within a community and to achieve the spiritual and social integrity which we identify with fruitful maturity — this is the crown and consummation of a well-balanced educational discipline. The rest are but the means designed to effect that end.

If this philosophy of education is adopted, then teachers will have to pay more attention to a pupil's character and temperament and proportionately less to his degree of intelligence and his docility in submitting to the formal learning process. A function of the school is to develop a sense of adequacy in pupils. Teachers must emancipate themselves from the dogma that the inculcation of subject matter is the exclusive aim of education. Mental hygiene has inaugurated a new educational outlook, a new conception of the learning process. What it strives to attain is continuity of growth consonant with the needs of the pupil and relevant to the total situation in which he finds

himself. It is no longer a question of how much a pupil knows. More important is the question: What kind of boy is he? What kind of personality does he possess? What are his attitudes, his values, his beliefs? What does he fear and what does he desire? Were the answers to these questions properly evaluated, the emphasis on academic success would be lightened, and the number of maladjustments caused by the academic lock step considerably reduced. Primary attention would be paid to personality reactions and not to grades. Efforts would be made to adapt the contents and methods of instruction to the needs and capabilities of the learner.

#### ALL-OUT WAR CONVENTION FOR SCHOOL BUSINESS OFFICIALS

The work of the National Association of School Business Officials as outlined for the Cleveland convention, October 5 to 7 inclusive, involves an all-out discussion of the direct contributions which school business officials should give to the war effort. President Herbert S. Mitchell, of Dearborn, Mich., and his associates have eliminated from the convention all entertainment, all general discussions of conventional school problems, and have limited the meeting strictly to problems of the help which the schools can give to the winning of the war and the maintenance of the peace after the war.

##### The Monday Sessions

For Monday morning session the convention anticipates three brief greetings, various official reports, the Presidential address of Mr. Mitchell, and the appointment of committees. In addition, the following two addresses: "The All-Out War Effort," by Maury Maverick, Washington, D. C.; and "The Role of Schools in the Industrial War Effort," by Peter Rentschler, Hamilton, Ohio.

For Monday afternoon the following sectional meetings will be held:

1. *Priorities*, under the chairmanship of Mr. Thomas W. Clift, assistant superintendent of schools, Atlanta Ga. "The Plan of the Priority System," by George S. Frank, Washington, D. C.; "Critical Materials and Available Substitutes," by Major Joseph L. Ernst, Washington, D. C.; and "Procurement of Trucks and Buses," by regional director, War Production Board, Washington, D. C.

2. *Protection of School Children and Property*, under the chairmanship of Mr. Ernest O. Fox, Detroit, Mich.

"General Plan and Procedure in Protection of Children," by James L. Graham, Tallahassee, Fla.; "Practical Measures of Building Protection," by John W. Brown, Elizabeth, N. J.; and "Training of Personnel for Civilian Defense Service," by S. C. Joyner, Los Angeles, Calif.

##### Monday Evening

*Round Table on Priorities and Purchasing*, under the chairmanship of Mr. Roy E. Smoot, Pittsburgh, Pa. The discussion group will include Frank J. Gavin, Chicago, Ill.; William Collins, Detroit, Mich.; James J. Lee, St. Louis, Mo.; and Samuel Gaiser, Newark, N. J.

*Building Maintenance and Protection*, under the chairmanship of Mr. John F. Lewis, Hoboken, N. J. The discussion group will include John C. Seigle, Baltimore, Md.; James Storer, Buffalo, N. Y.; and John W. Edgemond, Oakland, Calif.

##### The Tuesday Sessions

On Tuesday morning, in addition to reports, resolutions, and other business, the following addresses will be made:

"O.P.A. Policies and Objectives," by A. W. Ginsburg, Washington, D. C.

"Problems of Finance and Revenue," by Dr. Thomas C. Holy, Ohio State University, Columbus, Ohio.

(Concluded on page 62)



# Emotion: A Third Dimension of Learners

Ralph Haefner<sup>1</sup>

The boy shuffled carelessly into the guidance office and stopped defiantly before the psychologist's desk. A healthy-looking lad of 16, Charles was a sophomore in an excellent high school. This morning his face was covered with an expression of hard indifference to the school and all its works. Long and chronic infringement of school regulations had brought him into conflict with administration and staff. Now the boy was being passed on to the school psychologist for whatever magic that specialist might work.

Mr. James, the psychologist, looked up, recognized the "hard case," but asked the boy to sit down and relate his newest difficulty. Apparently it was nothing more serious than a minor disturbance created in a biology laboratory; but it was the last straw to a long-suffering teacher who determined to rid himself of the troublemaker. As Charles told his story, the psychologist listened attentively, revolving in his own mind possible procedures.

When the boy was finished, Mr. James stepped to an adjoining office for the lad's scholarship record. In his freshman year Charles had carried a full program with satisfactory results, doing a shade better than average work. Thus far in the sophomore year no failures were recorded on his monthly reports; but Mr. James suspected that some of those "D's" were as indicative of teachers' attitudes toward the boy as of his school achievement. So, in spite of behavior difficulties, Charles did acceptable classwork, although not commensurate with his ability.

From a file the psychologist took a copy of the Kent-Rosanoff free association test, with its 100 stimulus words, such as *afraid, cold, needle, slow, sour, or trouble*. The examiner pronounces each word; the subject responds with the first word that flashes to mind, e.g., *dark* in response to *afraid, hot to cold, sewing to needle*. Extensive analyses of responses have revealed those typical for each word.

Mr. James began pronouncing the Kent-Rosanoff words, with Charles returning prompt, typical answers. Down the list they slid — *afraid — dark, cold — hot, needle — sewing, slow — fast, sour — sweet* — like a couple of boys playing a word game. Gradually Charles's face relaxed into easy self-assurance; Mr. James wore the expression of an experienced poker player.

## Finding Charles's Trouble

Word after word slipped smoothly by; the boy's responses were neither delayed

nor atypical. Finally, with no special emphasis, the psychologist pronounced the innocent-looking word *trouble*. Like a running horse suddenly reined up, the boy hesitated momentarily, then stopped. For a few seconds he fell completely silent, orally blocked. He drew a long breath, tried again, stammered, looked uncomfortable, and finally blurted out impatiently that the word meant nothing at all to him.

Mr. James laid aside the association test, satisfied that deep down inside Charles's emotional being was concealed a sore spot. The word *trouble* had revealed a congestion point, as sometimes does the physician's old percussion technique — thumping and listening up and down the patient's body. With his emotional probe — the association test — Mr. James had touched an experience area from which the boy recoiled. The word *trouble*, like a divining rod, had pointed to a subsurface emotional current.

What conclusion could a psychologist safely draw from the slender clue that Charles appeared oversensitive to so ordinary a word as *trouble*? From that item of evidence Mr. James guessed that school "troubles" preoccupied the boy's mind, that he had devoted intense private thought to his difficulties. Further, in spite of the boy's external manner, Mr. James deduced that the lad was genuinely embarrassed by failure to merit his teacher's approval.

Assuming the soundness of this psychological interpretation, to what practical procedure could it conceivably point? At once Mr. James put to himself an obvious question: What causes this boy to behave as he does? For the answer Mr. James went to the boy himself; he gained Charles's confidence and slowly penetrated the mask of indifference used to hide the basic conflict. To the psychologist it early became clear that the boy's hard exterior merely screened a sensitive fellow, worried by his lack of successful school adjustment.

## Prescribing a Cure

Gradually Mr. James pieced together the boy's background. The most significant single factor appeared to be an insecure, unhappy home, with parents at odds. Ashamed of the family situation, Charles was daily irritated by it. To compensate for the emotional inadequacies of his home, the boy indulged in unsocial behavior in school. But teachers traditionally view pupils as organisms with only two dimensions — physical and mental — like plane geometry figures. Yet Charles, and most other individuals, are three dimensional —

body, mind, and emotions — like solid geometry figures. And so long as education ignores this vital third dimension, social complications will arise.

With his finger on the cause of Charles's trouble, what remedial course was open to Mr. James? First he explained the boy's life problem fully but confidentially to the principal and the teachers involved. He stressed the school's task of compensating in wholesome ways for the boy's basic home lacks. To accomplish this, some teachers placed responsibilities on Charles for helping to arrange class programs. Others persuaded him to join a school club devoted to current events discussion. With self-confidence bolstered, the boy responded to the helpful, sympathetic attitude of the staff. Gradually he dropped the mask of truculence as his emotions found outlets satisfying to his pride and dignity.

Why do educators so frequently fail to sense the vital third dimension which bulks so large in the individual's total adjustment? Partly because most common emotions — fear, anger, jealousy — are complex states, with complex causes. Often due to home conditions of which the school may have little understanding or appreciation, they arise, as Brooks<sup>2</sup> points out, from many causes: doubt of own parentage; belief in having been deceived; harsh or unjust treatment; shame concerning parents, home, and family reputation; feeling of being misunderstood; vanity and sensitiveness; change of religious beliefs; feeling of personal unattractiveness, unreasonable restrictions, undisciplined impulses.

But emotional disturbances may begin long before individuals reach adolescence. Sherman<sup>3</sup> quotes a disturbed 10-year-old boy, telling his story to a psychiatrist. Said Frank, "I always get excited in school. I want to pass my grade but when my teacher tells me to recite I sometimes cry because I am afraid I don't know what to say. The other day I couldn't make myself go to school because we were to have an examination and I was afraid I would make a fool of myself. Do you think I am dumb?"

## A Case of Overanxiety

Whenever Frank spoke of schoolwork or of others' attitudes toward him, especially the teacher's, his anxiety was evident. How does a 10-year-old get into so extreme an emotional condition? Traced to the home again, his fears had been absorbed from

<sup>2</sup>Brooks, Fowler D., *The Psychology of Adolescence*, Houghton, Mifflin, 1929, pp. 235-238.

<sup>3</sup>Sherman, Mandel, *Mental Hygiene and Education*, Longmans, Green, 1935, pp. 15-16.

<sup>1</sup>Suffern, N. Y.

abnormally anxious parents. The father was a veritable collector of fears: possible car troubles on long trips, hypothetical wrecks on trains which he used, imagined dangers to his children at cross streets or on the way home after dark.

Frank's emotional adjustment involved cooperation of psychiatrist, parents, and teacher. The parents suppressed their own worst fears. The teacher reassured the boy, telling him firmly but sympathetically, that by hard work he could pass the grade as successfully as other children. Convinced that his problems were no more serious than those of his friends, Frank's confidence steadily rose, and his fears correspondingly declined.

Thus, emotional states, whether initiated at home or in school, develop from discoverable causes: that of Charles from an insecure family condition; that of Frank from a combination of parental and teacher influences. But more important is the fact that emotions develop, or are *learned*, step by step, by processes similar to those resulting in mastery of reading or arithmetic.

Accordingly just as individuals learn unsocial emotional responses—insubordination and habitual fears—they can also develop wholesome behavior—cooperation, self-assurance, and good sportsmanship. But the school organization and teacher attitudes must be conducive to positive results. Whether in first grade or tenth, pupils will engage enthusiastically in activities that are stimulating, worth while, and adapted to individual needs. Often they experience pleasurable emotions in performing usual school tasks—solving mathematical problems, drawing maps, practicing spelling assignments.

#### Giving Emotional Outlets

Most children are poised to be stirred emotionally by understanding clearly a previously obscure aspect of life. What a challenge to teachers is to be found in this anecdote from the childhood experience of Walter Prichard Eaton:<sup>4</sup>

"I can remember as if it were yesterday, the day when I studied in my geography about a divide and realized with a thrill of joy that Kingman's field was such a thing. I raced home from school. I ran first to the southern spring, then to the northern and told myself that each was the headwaters of a river! It was my hour to stand silent upon a peak in Darien. My childish imagination followed those trickles in the grass, till my body was borne in a great boat on their mighty waters and ears heard the sound of the sea. Geography for me had suddenly become alive, tingling—had suddenly become poetry."

Mild emotion arising from touches of humor in the classroom should be welcomed; often it provides relief from mental concentration, as recess or the rest period gives the body relaxation. Occasionally a

longer fun period—the old Friday afternoon—doubtless indirectly pays high dividends in the mastery of reading and number. Years ago Dr. Bagley addressed teachers on some such topic as "The Red Letter Day in School," pleading for the periodic high point in school life when children were encouraged to do and feel their finest.

Occasional displays of strong emotion can also be justified. Competitions—spelling contests, debates, basketball games—with suspense, excitement, and friendly taking of sides, provide needed outlets for accumulated feeling. Among adolescents the purely social gathering, where boys and girls mingle as equals and as grown-ups—the weekly dance, the class party—contributes importantly to emotional adjustment.

Often unsatisfied emotions reach deep into mental and physical behavior. Charles's unsocial emotional compensation through infringement of school rules affected, at the same time, his attitudes—those habitual tendencies toward action and thought. He came to expect unfair treatment from teachers and fellow students; often he believed himself the "goat" for others' misconduct. His unsocial attitudes prompted him to carry on his shoulder a large and precariously balanced chip.

After Charles's emotional problem had been sympathetically analyzed and frankly recognized, both by himself and the school, changed attitudes were the first symptoms of improvement. His regained self-respect stimulated him to contribute to class activities rather than to disrupt them.

With Frank, too, the fearful 10-year-old boy, improved attitude was an early sign of better emotional adjustment. His fears were transformed into an understanding that all people have to work and sometimes to worry. Realization that he could succeed was the soundest guarantee of success.

Attitudes constitute a precious residue of life experience; schools need to assure their steady and well-rounded development. Teachers should not permit their interest in subject-matter mastery to blind them to the fundamental importance of pupil attitudes. It is easy, but risky, to assume that attitudes, as well as emotional adjustments, will take care of themselves, like Topsy will "just grow."

#### The School's Part

Only recently have curriculums begun to include emphasis on improved attitudes toward safety, conservation, health. And often these emphases are mainly academic, mere facts concerning saving of food, fuel, and land, rather than exciting, emotionally colored drives toward real conservation. Our appalling automobile accident rate indicates a wrong attitude on the part of many citizens—on speed rather than safety of life and limb.

Finally, in their fundamental personali-

ties, boys such as Charles and Frank will reflect emotional adjustment and basic attitudes. If Charles had been permitted to follow the path of the petty law breaker, his developing personality would have been filled with danger, both for himself and society. He might have evolved into a confirmed malcontent, a completely negative individual, or a chronic psychopathic.

Likewise, Frank's personality would have been hemmed in by the shell of worries which he was steadily building around himself. More and more his life outlook would have been dominated by fears, as was his father's. Self-confidence, undermined at 10, would surely have sunk lower. Bound by fear, his personality would have lacked the flexibility required for successful adjustment to a world of many human types and novel situations.

#### Personality Development

Personality, like emotions and attitudes, is not largely inborn or unchangeable. To a certain degree personality rests on inherited traits: physical appearance, voice, and bodily mannerisms. Yet, in numerous important respects, personality can be modified and improved. As children can learn to read and count, they can learn to be considerate, cooperative, truthful, kindly, and mindful of the common good; and these are constituent traits of personality.

So education should view its human material—the Charleses, Franks, Nells, and Jennies—in their broad and basic potentialities. Physical welfare of boys and girls is important, yet few are destined to become professional boxers, swimmers, or pole vaulters. Intellectual growth and control are fundamental but not many people spend their entire lives remembering, reasoning, or interpreting. And exclusive emphasis on emotions would produce only an excited mob.

Yet, fully to succeed, each individual must build up a blended combination of physical, mental, emotional and moral characteristics. Traditionally, education has concentrated on intellectual training, leaving to home and community responsibility for physical welfare. Now school people recognize that for complex modern living children frequently need supplemental bodily attention, which educational systems are increasingly providing.

In the past, too, development of attitudes and personality traits was often assigned to home and church. At last, although as yet only feebly, schools are sensing the crucial importance of young people's emotional and moral development, and are groping for a program to meet the pressing need. For emotions and moral sense reach so deeply into individual lives—coloring and determining behavior, motivating and implementing attitudes, weighting and energizing personality traits—that unless they are fitted into the complete educational pattern, traditional intellectual values will come to naught.

<sup>4</sup>Eaton, Walter Prichard, *My Own Peak in Darien*, Charles Scribner's Sons.

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<sup>1</sup>A pap at Milwa <sup>2</sup>Librar



# Toward an Intellectual Offensive<sup>1</sup>

Archibald MacLeish<sup>2</sup>

In the three months, from December of last year to February of this, the American mentality changed from defensive to offensive and an ultimate victory in the war became, in consequence, a probability instead of a desperate hope. Wars are won by those who mean to win them, not by those who intend to avoid losing them, and victories are gained by those who strike, not by those who parry.

What is true of the people as a whole in the war fought for the domination of the world should be true as well of the intellectuals—the writers and the scholars and the librarians and the rest—in the war fought for the countries of the mind. It should be true but isn't. The intellectuals have learned the first lesson of such wars: the lesson the nation learned belatedly at Pearl Harbor. They have learned that their scholar's country is in real and present danger. They have not yet learned the second lesson: the lesson the nation learned in the Dutch East Indies and the Philippines. They have not yet learned that their scholar's country can be saved and their world made habitable only by courageous and unrelenting attack.

The learning of the first lesson was long and difficult enough as we can all remember. Down through the thirties to the invasion of Poland a considerable number of American intellectuals preached and practiced an intellectual isolationism which was at least as frivolous, and certainly as blind, as the political isolationism of their political counterparts. They not only denied that their country of books and scholarship and learning was the principal target of the world revolution then fomented; they denied even that that country of theirs was in any danger or could possibly be attained or touched by the world-mob gathering against the sky. Their country, they informed us, was safe—safe from any war or revolution. Art, they said, and books and learning of all kinds were things remote from wars, remote from revolutions. All the scholar, or the keeper of books, or the writer, or the artist, had to do was to stay on his own side of his particular ocean and tend to his own affairs and let the wars go by. The wars had always gone by before, they said, and the art had remained, the books had remained.

Down through the thirties to the invasion of Poland they went on like that. Not all, of course. There were many writers who had looked at Spain and seen what they had seen. There were others who had

looked at China. There were scholars who had looked in the books for the things actually lived, the things understood. Not all the American intellectuals of the years before the invasion of Poland were isolationists of the mind, inhabitants beyond imaginary oceans. But many were. And even after Poland there were still many. Until Denmark fell. And Norway fell. And Holland fell. And Belgium fell. And France fell. Then there were none—none but a few ghosts, the shrill inaudible voices.

## Art and Learning Not a World Apart

When you saw in country after country that it was the intellectuals, the artists, the writers, the scholars who were searched out first and shot, or sequestered first, or left to rot first in the concentration camps—when you saw in country after country that it was the books which were banned or burned or imprisoned, the teachers who were silenced, the publications which were stopped—when you saw all this, it was difficult to insist that the world of art and learning was a world apart from the revolution of our time. It was awkward, not to say embarrassing, to repeat over and over again that the world of books and paintings and philosophy and science was a world set off behind oceans no violence of war could ever cross successfully. It was even a little ridiculous to declare that this attack upon learning, this attack upon the whole world of the human spirit, was no affair of those who live by learning and the spirit—that their only duty was to turn their backs.

So that after the fall of France the first lesson was learned. What the bombs at Pearl Harbor did to the political isolationists, the murders of the Gestapo did to the isolationists of the spirit. It is difficult to argue that a bomb cannot fall or a man be killed in your country when the bombs have fallen and the dead men are on the beaches from Jupiter Light to Quoddy and on north. It is difficult to argue that the world of art and books and science is not endangered by a revolution which has already murdered the artists and the men of letters and the books.

## The Principal Target

But the parallel between political isolationism and intellectual isolationism, though it holds in part, does not hold in full. Political isolationism in the United States was replaced by a defensive mentality, which was replaced in time by a mentality committed to attack. Intellectual isolationism was replaced by a defensive mentality only: the second transformation never followed. Scholars and writers admitted after Czechoslovakia and France

and Norway that their country—the country of the mind—the country of the free man's mind—was indeed under attack and that their pretense of inviolability, of otherworldliness, was a pretense as unrealistic as it was unworthy. They admitted indeed that their country, the country they inhabited as scholars and as writers and as men of books, was the *principal* target of the revolution of our time—that this revolution was in fact as in word a revolution aimed against the intellect, against the mind, against the things of the mind—a revolution of ignorance and violence and superstition against the city of truth. They agreed in consequence that the city must be held, must be defended. But the second step, the second and essential step, the scholars and the men of letters have not taken even yet. They have not accepted the necessity of offensive war. They have not perceived that the defense of the country of the mind involves an affirmation, an assertion of a fighting and affirmative belief in intellectual things, a willingness not only to resist attacks upon their world and on themselves but to conceive offensives of their own and fight them through and win them.

## Scholars Have Acted

A very large number of American writers have enlisted in one way or another in the war against Fascism, some as soldiers, some as polemical writers, some as employees of the government. Scholars have put their scholarship at the service of their country and their country's cause, artists and musicians also. But it is in their capacity as citizens of the political, not of the intellectual, world that these men have acted. They have put aside their quality as writers and scholars for the duration of the war. They have said, in effect: "Our scholar's world, our writer's world is threatened; we will defend it on the political front, the front of arms—we will defend the city of the mind by defending the actual cities of our other world, the world we know as citizens and men."

It is a courageous thing to do and a necessary thing to do. The actual cities must be held and the physical battles for their safety must be fought and won at any cost, at any sacrifice. Certainly the enlistment of the scholars in those battles is a heartening and an admirable thing, just as the failure of men of scholarship and letters to oppose the rising Fascist revolution in the thirties was a shame to Western scholarship and a reproach our generation must accept. But courageous and necessary as these actions are they are nevertheless

<sup>1</sup>A paper read before the American Library Conference at Milwaukee, Wis., June 26, 1942.

<sup>2</sup>Librarian of Congress.

inadequate to the scholar's obligations. Whatever may be true of other cities, the city of the mind cannot be defended by deserting it to fight on other fronts. Above all it cannot be defended by deserting it when the ultimate objective of the forces which have made this war is precisely the destruction of that city.

To fail to understand that fact is to fail to understand the nature of the conflict in which our world is now engaged. This conflict is not a conflict which can be won by arms alone for it is not a conflict fought for things which arms alone can conquer. It is a conflict fought for men's convictions — for the things which lie beneath convictions — for ideas. The war of arms might end in victory on the Pacific and along the Channel and in the Mediterranean and in Africa and Asia, and the war might still be lost if the battles of belief were lost — above all if the battle to maintain the power and authority of *truth* and free *intelligence* were lost — if the confidence of men in learning and in reason and in truth were broken and replaced by trust in force and ignorance and superstition — if the central battle for the preservation of the ultimate authority of mind in human living should be lost.

#### Battle Can Be Lost

And that central battle can be lost. We shall deceive ourselves if we pretend that the attack upon intellectual things, the attack upon the things of art and of the spirit which has been a fundamental part of the maneuvers of our adversaries, has been unimportant in effect. On the contrary no single element of their propaganda has been more successful than the propaganda the Fascists have brought against the intellectual authority. And for an excellent reason. Which is this: that Fascism is in its essence a revolt of man against himself — a revolt of stunted, half-formed, darkened men against a human world beyond their reach and most of all against the human world of reason and intelligence and sense.

#### Anti-Intellectual Propaganda

No propaganda was or could have been more powerful than the anti-intellectual propaganda of the Fascists because no propaganda responded more precisely to the prejudices and the emotional predispositions of those to whom the Fascist revolution made its principal appeal. The bankrupt merchants, the frustrated apprentices, the disappointed junior engineers, the licked, half-educated, unsuccessful clerks and journalists and discharged soldiers to whom the Fascist revolution called in every country where the Fascist cause made headway, were men sick of a profound, a deadly sickness — a sickness they had caught in the swarming, crowded, fetid, and unlovely air of the swarming and unlovely time which bore them — a sick-

ness of which the name was ignorance and envy. For men whom ignorance and envy bred, no conceivable propaganda was more seductive than the propaganda which presented all learning, all enlightenment, all distinction of the man and mind as false and foolish.

For a generation to which the world had ceased to make either sense or loveliness or justice, a propaganda which belittled human intelligence and sneered at human morality was a propaganda which was believed before it was uttered. Defeated by a world which used them as tools but had no use for them as men, they turned, not on the world but on themselves — on man — on all those things in man which seemed to men before them to be admirable and of good repute but now to them seemed otherwise. The Fascist propaganda which tore down the intellectual authority, the moral rule, was not, in other words, *one* of the devices of the Fascist revolution — it *was* the Fascist revolution. For Fascism is in essence nothing but the latest, saddest, most pathetic, and most hopeless form of the ancient revolution of mankind against itself — the recurring and always tragic effort of mankind to kill the best it knows in order to make peace with what is not the best — but would be if the best were dead.

It would be foolish therefore — indeed it would be worse than foolish — to pretend to ourselves that the attack upon our scholar's world is not a dangerous attack — an attack which has done injury already and can still do more. But certainly we have no temptation to belittle its effect. We know what harm has been done in other countries and in this as well. We know, for example, if we read the press or watch the signs in any medium, how deep the effort to destroy the confidence of men in learning and in intellectual things has gone. There was never a time, I think, in the history of this country when learning was held cheaper than it is today — or when the men of learning and of letters had less honor. A hundred and fifty years ago in America, or a hundred years ago, or fifty, a man of learning was honored for his learning. Today to be an intellectual is to be an object of suspicion in the public mind. To be a professor is to invite attack in any public service, any public undertaking. To be an artist is to live beyond the reach of serious consideration.

#### No Need for Proof

There is no occasion to produce testimony or to document the obvious. When an attempt was made in the House of Representatives this past spring to cut the appropriation of the Library of Congress to such a point that the national library of the United States would have been unable to buy new books beyond its regular continuations and subscriptions when this attack was made upon a great

institution of scholarship, no public outcry was aroused. There were two editorials, one each in the *New York Times* and in the *Washington Star*. And we — such is the humility of those these days who have the charge of learning — we were grateful for these two. And did what could be done with their support.

This angers you to hear of now. It did not anger you then because you never heard of it most likely. And why did you never hear of it? The answer I think is obvious: it was not news. It was not news that an attack had been made upon an institution of learning. It was not news that the leader of the attack had unconsciously revealed a fear of books, a fear of letting information reach the people, a fear of scholarship and learning. Nothing in the sorry spectacle was news to anyone. Fifty years ago an attack upon a great library, an attempt to deprive the people of this country of their books, would have brought down upon the politician who attempted it a storm of criticism in the public press. Today it passes almost without comment.

#### Record Known

But no citations of the evidence are necessary. You know the record for yourselves. You know what headway the propaganda aimed against the intellectuals has made. You know where you stand in this conflict — you and everything you care for. You know therefore whether it is possible to maintain as we and others like us have maintained so long, a negative position, a defensive mind.

For myself I do not think so. The city of learning — or so it seems to me — can be defended in this war only as the city of freedom can be defended: by attack. To realize that the world of books and learning and of art is the principal objective of those who would destroy our time, and to sit back in a humble and defensive silence awaiting whatever onslaught they wish next to make, is the role, it seems to me, not only of cowardice but of foolishness as well. Like this America we love enough to fight for overseas on every continent, our scholar's country is a country we must fight abroad to save. Not by awaiting attack but by preventing it, not by resisting but by overcoming, can the towering city of the mind be victor in this war. And unless we are ready now or very soon to bring the battle to our enemies and overcome them — to strike down ignorance where ignorance appears — to fly our flag of truth and reason higher than our enemies can cut it down — we cannot win this war within the war on which the outcome of the war itself depends.

• HERMAN L. SHIBLER, of Birmingham, Mich., has assumed the superintendency at Highland Park, succeeding W. H. Lemmel.

• DR. DWIGHT B. IRELAND, of Rochester, N. Y., has taken the superintendency at Birmingham, succeeding Dr. Shibler.

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The Grade School Building is strictly modernistic in design and its long, horizontal lines harmonize well with the remaining buildings in the group.

## Carroll Completes Building Program

V. E. Stansbury<sup>1</sup>

A remodeling and building program inaugurated six years ago has just been completed by the school district of Carroll, Iowa. Everything incorporated in this long-time construction program was done for the purpose of working out a premeditated educational philosophy. In order that every dollar spent might produce a maximum of educational return, considerable time was devoted to a study of what should be included in a systematic educational program and what physical facilities are best adapted for the same. Of the many aspects that came to light in this study at least four seemed to have direct bearing upon the physical plant.

First, if strong, healthy bodies are to be developed there must be proper lighting, temperature control, ventilation, and facilities for both an indoor and outdoor physical-education program.

Second, if pupils of all ages are to develop efficiency with their own hands, space and equipment for industrial arts become a part of the physical plant.

Third, if children are to learn to appreciate the beautiful they should attend school where the landscaping, architecture, and general surroundings are conducive to this appreciation.

Fourth, anyone living in a democracy should be taught to think and solve problems for himself. The physical aspects of the classroom should lend themselves to a teaching plan that promotes problem solving. This

must include some sort of a work type procedure where the pupil will be confronted with a definite problem or unit. It further necessitates an abundance of assimilative material from which conclusions may be drawn. This subject matter includes textbooks, supplementary materials, constructed projects, and visual aids. Obviously this requires a classroom of sufficient size to provide for individual desks or tables, a project area, and ample space for filing cabinets and shelving. The whole purpose of this type of teaching

may be defeated or at least seriously impaired by the lack of sufficient classroom space.

### A Plant for Future Educational Service

The other phases of a well-rounded educational program were given due consideration, but it seemed clear that if the physical plant were made ample for the above mentioned all other essential procedures except music, dramatics, and visual aids could be carried on without additional space and equipment. Facilities for these three are provided as shown



The auditorium-gymnasium is planned to serve not only the elementary and high school but also the community.

<sup>1</sup>Superintendent of Schools, Carroll, Iowa.



Group work and unit projects are characteristic of the elementary school work.

later, but the completed six-year remodeling and building program was an attempt to develop a school plant that would advance a definite educational program.

If one had no poorly constructed buildings that must be used for years to come, and plenty of money to build an entirely new plant that included everything, the problem would

be simple. But seldom does this situation exist and definitely not in Carroll. Existing conditions here six years ago were quite comparable with a majority of other 5000 population midwestern county-seat towns. There was a 61-year-old grade building which was formerly used for a high school. This huge structure was in bad condition and never built to accommodate grade children in the first place. The 18-year-old high school building was good physically for many years to come, but functionally it was constructed to house a different type of educational procedure. The classrooms were all so small that straight chairs alone for an average-size class would occupy the entire floor. This left no work space nor any room for bookcases or storing cabinets. The large study hall and the very small classrooms gave evidence that the building had been designed for a lesson-learning, lesson-reciting type of procedure. The inadequate facilities for physical education, industrial arts, drama, and music also gave evidence that the building had not been designed for a systematic program of these activities. The school site itself was much too small for an outdoor physical-education



Upper left: the elementary classrooms are fitted with ventilated wardrobes, ample mounting boards for students' work, bookshelves, and storage cabinets. Upper right: the kindergarten is the gayest and one of the best equipped rooms in the entire plant. Lower left: the bowed windows of the kindergarten overlook the playground for small children. Lower right: between each two classrooms in the elementary building a workroom for developing unit projects has been placed. It is equipped in each case with a work bench, storage cabinet, and sink.

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program, and little attention had been given to landscaping. The general situation was not uncommon in a midwestern town of this size and no one was to blame; but how to take what existed and develop it into a functional plant required considerable thought.

#### The Financial Problem

After some careful calculation it appeared that \$150,000 for remodeling and new construction could be raised by bond sales and direct taxes over a period of five or six years without impairing the financial standing of the district. The first problem was to enlarge the small classrooms in the high school building. Fortunately the partition walls were nonbearing and could be moved without difficulty. Consequently, in several instances three of the small rooms were converted into two larger ones. The dimensions are not all that can be desired because they are too long for the width, but the new rooms are large enough for a work-type program. Each high school pupil has enough space to spread out his work and sufficient room is provided for bookshelves, cabinets, and other supply containers. Each classroom is supplied with plenty of assimilative material, including a large assortment of textbooks and other instructional supplies. The class periods have been lengthened from 45 to 90 minutes in

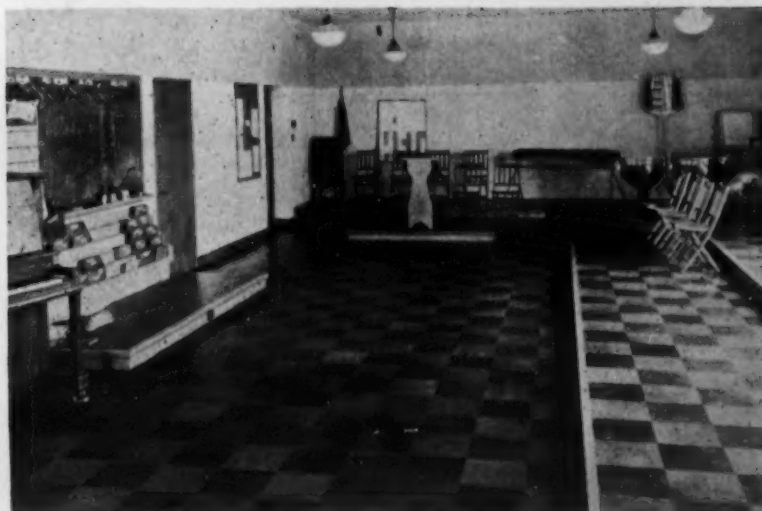


The instruction in the high school is characterized by a lack of formality and a spirit of cooperative work, hence it has been advisable to eliminate partitions and turn three classrooms into two classrooms.

order to give the pupils an opportunity to use this material.

Since the work was to be done in the classrooms, there was no longer any need for the

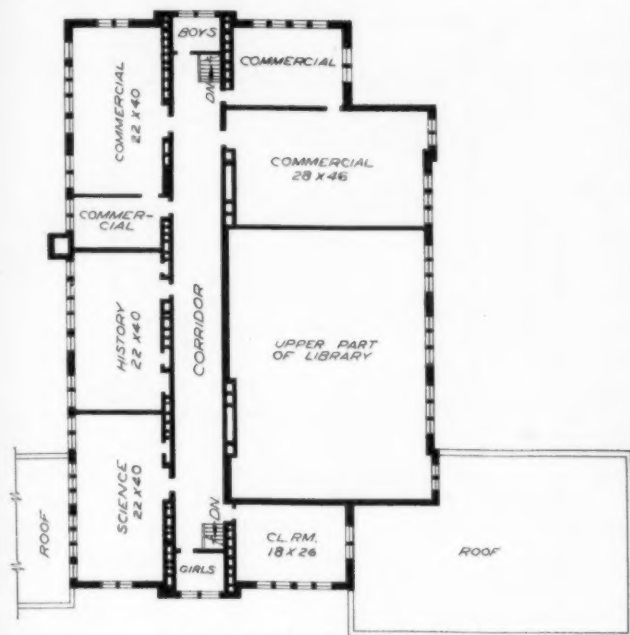
large study hall as such. Consequently, upon the completion of the new auditorium, the old study hall space was converted into two large classrooms and one large, attractive



Upper left: the cooking laboratory reproduces typical desirable home-kitchen situations. Upper right: a member of the Carroll board of education is a volunteer instructor in vocational metalwork. He is here instructing a student in welding a piece of farm equipment. Lower left: general view of the cooking laboratory. Lower right: the soundproof music room is acoustically treated.







THIRD FLOOR PLAN

provide plenty of fresh air without drafts. Large windows reaching to the ceiling and installed the full length of one side of each room admit daylight. This light is controlled by a new type of cloth venetian blinds which disperse and deflect the direct rays of the sun to the darker side of the room, thus giving uniform light throughout. The artificial lighting is produced by semi-indirect electric fixtures.

The kindergarten room is 25 by 46 ft., one side consisting of a semicircular bay window. This is made up of 10 banks of windows. At one end of the room is a built-in cabinet for equipment storage and at the other end are built-in wardrobes. A four-color design is used in the asphalt-tile flooring, with a large circle worked out in the center. There is an outside door so that kindergarten children may come directly into their room from the playground. Opening off each end of the room are toilets equipped with lavatories, stools, mirrors, etc., designed and built especially for very small children.

#### Advantages of Unified Plant

Theoretically there may be some objection to having a grade building connected with a high school plant, but the reciprocal advantages have proven to far outweigh any disadvantage. The grade pupils have direct access to the old gymnasium and shower rooms. (After the gymnasium periods, twice a week, all grade children have a thorough bath, *with soap*.) This old gymnasium proves ample for the indoor physical-education work. By using the tunnel the grade pupils have direct passageway to the auditorium.

The high school students have access to a band room and a visual-education room in the new building. Both of these rooms are acoustically treated, and the band room is insulated with cork flooring and specially designed doors. A band can play at full strength without annoying any class in any part of the building. The visual-education room is 24 by

51 ft., and will accommodate a large class or even two and still have the front row sufficient distance from the screen to eliminate eyestrain. The visual aid equipment includes a sound-movie machine, a slide projector, a film strip machine, and a full set of stereoscopes and stereoscopic views. Visual aids have become an integral part of the assimilative material in all of the units in both the grades and high school. With proper scheduling all classes have ample opportunity to use the darkroom equipment. The auditorium can be darkened, and when large groups are interested in the same movie that building is used.

Facilities for expressing one's self through industrial arts had long been inadequate, but provision was made for this in the reorganization program. Everyone now from the first grade on through high school has an opportunity to become familiar and handy with tools. The large industrial-arts shop for boys is equipped with everything from woodworking tools to metalworking equipment, including electric and acetylene welding, and turning lathes. In the evening this shop is used until midnight six nights a week by defense classes. The farm boys have a shop equally well equipped for both wood- and metalwork. A large overswung door accessible to an alley admits anything from a wheelbarrow to a farm tractor. Chicken houses and hog houses, as large as 10 by 18 ft., are now being built and removed from the shop.

Vocational homemaking is conducted under the Smith-Hughes plan of organization. The department occupies remodeled rooms in the high school building. It consists of one large room, 22 by 32 ft., designed for an all purpose study and workroom. A 10-ft. opening leads into a second large room divided into

five fully equipped individual kitchens, 6 by 10 ft. There are two smaller rooms adjacent to the first, one for storage, and the other, 12 by 13 ft., for experimental purposes. The girls may convert it into a bedroom, living room, or whatever is needed for the solution of the problem at hand.

#### For Adequate Play Space

Mention was previously made of the congested school site, but since substantial residences now occupy every adjacent lot there is little chance for expansion. Games and exercises in the outdoor air and sunshine for the health of children should be emphasized. This requires plenty of playground space which does not get muddy under varying weather conditions. With careful planning two playgrounds have been provided without seriously defacing the landscaping. One is 150 ft. square, slightly sunken, protected from the north wind by a building, and easily accessible to the lower grade children. This is being hard surfaced with black top for an all year-round playground. A second one, 75 by 225 ft., for older pupils, is surfaced with pea gravel. This was more economical to construct, but is not as satisfactory under all weather conditions. Grass makes an ideal surface, but does not stand up under constant tramping where there is seasonal mud as in the Middle West. In a systematic outdoor physical-education program playgrounds get hard usage and must be kept dry by some sort of hard surfacing if they are to function properly.

For a long time schools have been attempting to teach appreciation of the good and beautiful through music, art, and literature, but not enough attention has been given to artistic school plants and surroundings.



The happy character of the primary work is well illustrated in the plaque adjoining the kindergarten entrance.





## A Superintendent Looks at Safety in Transportation Joseph B. Gucky<sup>1</sup>

School bus transportation originated for the sole purpose of better equalizing the educational opportunities of youth. Later, transportation opened the way for consolidation of the small inefficient units. Today transportation has become a necessity in many school districts.

Transportation of school children is not new. Horse-drawn vehicles were used to transport children to school as early as 1840. The costs of transportation were born by private funds. It was not until the year of 1869 that the state of Massachusetts first approved the expenditure of public funds for transportation purposes. Transportation facilities gradually increased for the following 60 years.

During the past decade the school transportation systems expanded rapidly, and there is every indication that after the return of peace the trend will continue. There are, in the United States, over 3¼ million boys and girls who are transported daily in some 84,000 vehicles over more than one million miles of one-way route as compared to approximately 41,500 commercial vehicles operating on 337,800 miles of route. It is apparent that transportation of pupils is vested in a tremendous organization.

### Potential Dangers

Transportation has met with public approval and is here to stay. The system has given the school administrators many new responsibilities. The school administrators have become so intensely interested in how transportation will increase the efficiency of instruction that they have failed to take cognizance of some of the potential dangers. For instance, research reveals that motor-vehicle deaths in rural America have increased 172 per cent since 1924, while the city increase for the same period was only 30 per cent. Evidently, most traffic hazards lurk in the rural areas where the greatest number of transportation vehicles operate. For that reason, school administrators must take every possible precaution now if they are to minimize and avoid transportation injuries to school children. The administrator's major objective should be to provide the youth with a safe and comfortable system of transportation. The task is not an easy one as "safety" is a community problem whose success is dependent upon the mutual cooperation of every member within the community. The public must become safety minded. The school is the most influential agency to create a public awareness that problems of safety do exist. The administrator must supply the initiative. The public will not take safety precautions if they are not

convinced that safety precautions are necessary.

### Responsibilities of School Administrator

The question may well be raised, "Do the superintendent and the principal of the school have definite responsibilities with respect to safety in transportation of school children? And if so, what are some of his responsibilities?"

The school administrator has the major responsibility of initiating and planning the program of safety education. He has certain general responsibilities to the pupils, the teachers, the bus drivers, and the public. He has certain specific responsibilities to the board of education.

The school administrator has four general responsibilities in the school safety program:

1. The administrator should see to it that the school curriculum, both elementary and secondary, does provide learning situations that will form safety habits in the pupils. The behavior of the pupils riding on the school bus will reflect the efficiency of safety instruction.

2. The administrator should see that his teachers are safety minded. The in-service training program for the teacher should make provisions for the study of safety problems.

3. The administrator should hold periodic conferences for the bus drivers and encourage discussion of the traffic hazards that exist in the community. The traffic hazards on all auxiliary routes should be discussed before a driver is assigned. This will include trips outside of the school district to athletic contests or excursions.

4. The administrator should encourage the leaders of the adult organizations within the community to study the safety problems.

The school administrator has seven specific responsibilities to the board of education. He should supply the initiative in the form of definite plans and procedures for the program of safety:

1. The administrator should be held responsible for the selection and recommendation to the board of education of intelligent and competent bus drivers. The selection should be based upon such factors as age, experience in driving, physical fitness, training, moral character, intelligence, personal appearance, safety record, use of intoxicants, sociability, general attitude toward schools, voice and language, and knowledge of first aid.

Every accident is the responsibility of the driver. Accidents do not just happen—they are caused by human beings. A good driver will be able to avoid accidents that are ordinarily charged to the carelessness of the other party. A good driver is a good public relations man.

A board of education that disregards the recommendations of the school administrator for political or biased reasons would render a true bill of indictment against the youth of America.

2. The administrator should recommend to the board of education that they purchase only those vehicles which definitely meet the safety standards set up by safety experts and authorities in the field. Some of the factors which should be considered are; adequate and comfortable seating, emergency doors, shatterproof glass, heating and ventilating of bus interior, type of body construction, power of the unit, brakes, tires, and so forth.

3. The administrator should study each route of travel and recommend to the board of education only the safe routes. Such factors must be considered as narrow road beds, poorly constructed bridges or narrow bridges, steep hills, sharp turns, and blind curves or turns.

It is extreme folly to jeopardize the lives of a bus load of children for the sake of providing transportation facilities to a few children on a hazardous route of travel.

4. The administrator should stress the need for a full coverage insurance on each vehicle. The board of education should be thoroughly informed about the following insurance provisions; public liability, personal accident, property damage, fire, theft, tornado, and collision.

Transportation in many consolidated school districts is compulsory. When the central school is 10 miles from the child's residence he has no other alternative than to ride the school bus. Therefore, the board of education should be legally obligated to provide for some indemnity in the case of any injury.

5. The administrator should encourage public ownership of the vehicle and maintenance of the equipment in school owned repair shops.

6. The administrator should encourage the board of education to give each bus driver a written contract which carefully specifies the driver's duties.

A well-written contract protects the board of education from a possible charge of negligence of duty.

7. The administrator should propose accounting procedures which will give a detailed analysis of every cost of operation.

There is no doubt that the school administrator will receive lukewarm reception when proposing plans for a safety education program. Nevertheless, the administrator can feel that he has at least done his job by initiating and encouraging a definite program of safety.

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<sup>1</sup>Superintendent of Schools, Harris, Mich.

# Administrative Activities in Which Teachers Participate Democratically

O. S. Williams<sup>1</sup>

"Teacher participation is founded upon sound democratic principles. . . . The well-trained teachers of today are able to render valuable assistance in the management and supervision of schools. The voice of those participating must really count, not merely be heard and then disregarded. . . ." In spite of the verbally accepted philosophy of democratic administration, available data indicate that such a philosophy finds little expression in practice. McSwain, in reporting the results of a study,<sup>2</sup> stated that there were only four administrative activities in which as many as 50 per cent of the teachers share democratically: (1) evaluating pupil progress, (2) preparing daily programs, (3) selecting textbooks, and (4) building and evaluating the course of study.

Although general practice seems to indicate an absence of any extended democratic practices in school administration, a few school systems are making vigorous efforts to have more than a "saying" acquaintance with democratic administration. Fortunately these persons include a few pioneers who are blazing a path between accepted theory and objective reality. This article attempts to present the extent to which six such school systems have opened the frontier of teacher participation in administering the school.

Thirty professors of school administration throughout the United States assisted the writer in selecting six school systems that were thought to be making intensive efforts to develop a more democratic school administration. The six systems selected employed a total of 526 teachers and ranged in size from 45 to 180 teachers.

In addition to data obtained by means of the questionnaire technique, each system was visited personally by the writer. However, data presented in this paper are based primarily upon the 257 replies (49 per cent) to the questionnaire by teachers, eighteen (72 per cent) principals, and the six superintendents. In the questionnaire, teachers, principals, and superintendents were requested to check on a list of administrative activities those in which the teachers cooperatively participate. Cooperating members were instructed that "cooperatively participate" was to be interpreted as meaning that those persons affected by a policy or practice are given the opportunity to share in the policy's formulation and adoption to the extent of the participants' ability. Cooperative participation was not to be considered as the act of merely consulting individuals in the system after which the administrative

staff formulated a policy according to its own values and judgment.

The list of activities submitted did not purport to include all or even the most important administrative activities. However, it did include activities in areas affecting several different groups. There were activities that di-

TABLE I. ACTIVITIES IN WHICH TEACHERS PARTICIPATE ACCORDING TO THE STATEMENTS OF TEACHERS, PRINCIPALS, AND SUPERINTENDENTS

Activity	Percentage of Responses		
	Teachers	Principals	Superintendents
1. Building and evaluating the course of study.....	99	100	100
2. Selecting textbooks.....	99	100	100
3. Determining standards of conduct.....	94	100	*
4. Formulating extracurricular objectives and practices.....	94	94	*
5. Planning assembly programs.....	93	100	*
6. Determining playground supervisory practices.....	89	67	*
7. Determining disciplinary practices.....	86	100	*
8. Determining pupil classification practices.....	86	83	*
9. Preparing the daily program.....	84	89	*
10. Determining the time pupils may enter the building.....	84	83	50
11. Determining promotion policies and practices.....	83	83	100
12. Planning and conducting teachers' meetings.....	80	89	83
13. Selecting and administering tests.....	80	79	83
14. Preparing the salary schedule.....	80	72	83
15. Evaluating pupil personnel.....	79	94	100
16. Developing and planning pupil records and reports.....	61	100	100
17. Determining participation in parades, pageants, etc.....	53	56	67
18. Preparing the school calendar.....	51	56	67
19. Planning policy of teacher absence due to illness.....	45	21	83
20. Determining class size.....	42	50	*
21. Preparing the budget.....	40	50	67
22. Formulating supervisory activities.....	40	44	50
23. Evaluating teaching personnel.....	29	50	50
24. Assigning teachers to buildings and grades.....	28	33	50
25. Evaluating maintenance personnel.....	24	56	33
26. Planning school buildings.....	13	56	50
27. Employing teachers.....	11	28	17
28. Discharging teachers.....	10	17	0

\*These activities were not included in the superintendents' questionnaire.

rectly affect the community, the teaching staff, the administrative staff, and the pupils. It was assumed that the procedure of determining practices in these areas, would tend to provide some indication concerning the extent to which teachers were sharing in democratic participation in these systems.

## Range of Participation

From the total of 28 activities listed in Table I, at least half the teachers indicated that there is democratic participation in a total of 18. At least half the principals stated teachers participated in all except (1) planning the policy with respect to teacher absences, (2) formulating supervisory activities,

(3) assigning teachers to buildings and grades, and (4) employing and discharging teachers.

From data in Table I, it will be noted that the activities providing the least amount of participation were those related to the selection and dismissal of members of the personnel. The activities most often providing opportunities for teacher participation related to building and evaluating the curriculum and selecting textbooks.

As many as four fifths of the teachers and principals indicated that teachers participated democratically in the following administrative activities: (1) constructing and evaluating the curriculum; (2) selecting textbooks; (3) determining standards of pupil conduct; (4) formulating extracurricular activities and objectives; (5) planning assembly programs; (6) determining playground supervisory practices; (7) establishing pupil classification practices; (8) preparing daily programs; (9) setting the time pupils may enter the school building; (10) developing standards for pupil promotion practices; and (11) planning and conducting teachers' meetings.

The only activities included in the superintendents' questionnaire that were not handled democratically according to at least half the superintendents were: employing and discharging teachers and evaluating the maintenance personnel.

In the main, there appears to be general agreement among teachers, principals, and superintendents concerning the extent of teacher participation in the activities submitted for a reaction. However, there are a few activities to which attention may be directed due to significant differences of responses between administrators and classroom teachers. For example, while all principals and superintendents indicated that teachers participate in developing pupil personnel records and reports, only 61 per cent of the teachers confirmed this view. In addition, while one half the principals and superintendents indicated participation in evaluating teaching personnel, only 29 per cent of the teachers state they participated in this important activity. In the case of planning school buildings, half the principals and superintendents stated that teachers participate. Yet only 13 per cent of the teachers agreed. However, in this activity, in terms of responses of teachers from within the three systems where principals and superintendents indicated teacher participation, 70 per cent of the teachers agreed that they had a real share in planning school buildings.

## Typical Examples of Participation

The professional staff of the six cooperating schools and writer recognize that under the present legal restrictions the board of education finally approves many of the policies concerning activities included in Table I

<sup>1</sup>Chicago Teachers College, Chicago, Ill.

<sup>2</sup>"Critical Problems in School Administration," *Twelfth Yearbook* of the Department of Superintendence, N. E. A., p. 184.

<sup>3</sup>"Cooperation Principles and Practices," *Eleventh Yearbook*, Department of Supervisors and Directors of Instruction, N. E. A., p. 168.



before they may become effective. Consequently, democratic participation in determining such policies needs be considered at this time as essentially a recommendatory function. However, in such circumstances, instead of the administrative staff alone formulating its recommendations to the board of education, the entire professional staff either as a body or by means of a representative group formulates the recommendations in a democratic manner and presents them to the board through the superintendent.

In those systems in which teachers participated in formulating the salary schedule, superintendents stated that the salary schedules in operation were those that had been developed essentially by the teaching personnel.

In one of the systems a matter relating to both the salary schedule and teacher appraisal was managed democratically. In this case the board of education had adopted a salary schedule presented with the exception of the manner of administering the salary increments. In this particular instance, the board ruled that the salary increments should be based upon merit. Consequently, the educational staff set to work democratically to develop a means whereby the merit theory might be administered with the most satisfactory manner feasible.

In two of the school systems included in the study, principalship vacancies recently occurred. In both the teaching personnel had a major share in selecting the person whose name was finally submitted to the board of education for election. In one system, only those teachers assigned to the building in which the vacancy occurred made the recommendations, whereas in the other system, all teachers within the system participated in nominating the candidate by means of written ballots. In both cases recent reports from the schools lead one to believe the selections were made intelligently and satisfactorily.

The superintendent of one of the systems has recently accepted a position in another city. Under the leadership of the superintendent in this particular system members of the board of education have become interested in the democratic procedure and have cooperated closely with the teaching staff in its democratic procedures. In filling the vacancy thus created, the board did not ignore the teaching staff and alone select the incumbent. Instead the board kept in close contact with the teachers, and after the field of candidates had been limited to two persons, these candidates were requested to meet with the teachers' council for an interview in order to give the teaching body an opportunity to react to the two men. This is a unique step in school administration and one which the writer believes indicates a new trend.

In one of the systems employing the representative council as a participating instrument, the writer had the opportunity to observe the disposition of several administrative problems. Among those considered, was that of formulating the school calendar for the ensuing year. The superintendent presented to the council his plan for the opening,

closing, and vacation dates. The council, however, after discussion, made significant recommendations for changes in the superintendent's proposal and these were embodied in the report presented to the board of education for approval.

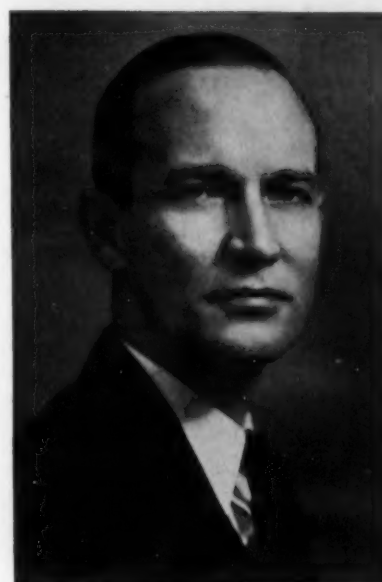
In one of the cooperating school systems, teachers, principals, and superintendents stated that a leave-of-absence policy developed by the educational staff was approved by the board.

Subsequent to the time data were collected for the major portion of this paper another example of democratic planning in one of the six cooperating schools came to the writer's attention. Planning and building the Crow Island School in Winnetka not only demonstrates participation in planning, but also shows desirable use of the specialist in democratic processes. In the case of planning Crow Island School an early problem was to acquaint the architect with the educational philosophy of the schools in order that the new building might be a true expression of such a philosophy. Consequently, the architect, Lawrence Perkins, spent several weeks in the schools attending faculty meetings, watching pupils and teachers at work, to catch the spirit and philosophy as expressed in actual practice. During this period the architect, in order to learn what should be incorporated in the building, collected ideas in meetings with teachers of the various grade groups, special teachers, school board, superintendent, and janitors. Fortified with the school's philosophy and the personnel's ideas about the proposed building, the architect next constructed a model and made pictures which were exhibited for study in each of Winnetka's schools in order that the personnel could study and criticize the plans. Although activities cannot be described here, participation did not cease with planning but continued throughout the construction of the building. The architect reports that participation of teachers and others in planning Crow Island School made the difference between what might have been just another school building and the practical architectural embodiment of an educational philosophy that it is.

#### Outcomes of Teacher Participation

Principals and superintendents were unanimous and more than 95 per cent of the teachers indicated that the outcomes of democratic administration (1) provide a means whereby more constructive procedures are developed, and (2) that a democratic procedure is a most effective means of promoting the growth of each person participating.

Teachers stated that the most important results of participation they had observed or experienced by participating in determining educational policies and administrative practices were as follows: (1) Increased growth is attained by those participating. (2) Morale and *esprit de corps* is improved. (3) A feeling of increased responsibility for the welfare of the educational enterprise is noted. (4) There is a better understanding of local policies and practices. (5) Participants receive a



DR. HENRY H. HILL  
Superintendent of Schools  
Pittsburgh, Pa.

Dr. Henry Hill, who has had a distinguished career as teacher, supervisor, and superintendent of schools in southern communities, was on July 21 elected superintendent of schools at Pittsburgh, Pa. He succeeds Dr. Ben G. Graham, who died in March, 1942.

Dr. Hill was born at Statesville, N. C. After obtaining his doctor's degree at Columbia University, he became a teacher and superintendent of schools at Walnut Ridge, Ark., from 1916 to 1920. Later he was an instructor in Spanish at the University of Virginia from 1920 to 1921, then principal of the senior high school at Walnut Ridge from 1922 to 1927, and state high school supervisor for Arkansas from 1928 to 1929. During the year 1940-41, he was assistant superintendent of instruction at St. Louis, Mo., and most recently he held the important post of executive dean of the University of Kentucky. Dr. Hill has held various important offices in state and national associations.

greater breadth of vision. (6) The teacher develops initiative and a more studious attitude toward educational problems when he knows that his ideas count. (7) Those participating tend to practice similar relationships with pupils. (8) There is mutual understanding of the problems of others thus resulting in greater respect for the opinion of others. Greater unity of purpose is attained.

Comments of teachers in explaining outcomes of participation in administration are worthy of mention. One teacher said, in describing her growth in ability to see her function in a larger pattern, "I now have a revised perspective of problems arising in my classroom." Another, writing in a similar vein, expressed the idea: "I can now link my little world with the school system in general." While another commented, "I have an increased appreciation of the significance of my job." Relative to the growth in teacher interest, one commented, "There is a quickened interest in teaching among us." Another experienced teacher thus summed up the outcomes: "A spirit of sharing and cooperating among teachers, administrators, and pupils results in increased capacity to see situations from many angles and so be tolerant in judgment, give constructive criticism, and be happy in doing hard work together."

# Democracy Works in Brewer, Maine

H. R. Houston<sup>1</sup>

For many years the citizens of Brewer have been aware of the crowded conditions in the elementary schools. They have also realized that the buildings are in poor locations and of antique construction. So in the early fall of 1940, after considerable deliberation, the school board authorized a school-building survey. The school budget had not included any item to pay for such a survey; but almost the same day that the decision was made, a statement was received announcing establishment by the Harvard Graduate School of Education of its New Program of Research, Service, and Instruction in Educational Administration, one of the purposes of which was to make its assistance and cooperation available to communities in the study of their school systems. An application was made and the prompt reply assured us that not only would the Graduate School be glad to assist with our problem, but that they would stay with it until the study was completed. Moreover, we were further told that in view of the lack of local funds at Brewer and the intriguing nature of the problem the cost would be small, covering only the actual expenses of those doing the work.

The offer was accepted on those conditions, and Dr. Alfred D. Simpson and Dr. Edgar Fuller arrived in Brewer one cold day early in December for their first analysis of the situation. After a conference with the school officials it was agreed that this should be a project in which the community, the teachers, the city officials, and the school administrators should all have a share. This was to be a problem which the community would study and solve in a truly democratic way.

The plan worked out provided for the selection of six committees to study the following phases of the problem as related to a long-term school housing program:

- The elementary school program.
- The high school program.
- Present status of schoolhousing facilities.
- Area populations and school attendance trends.
- Educational and municipal finance.
- Co-ordination of education and community facilities.

The personnel of the various committees was selected by the superintendent and the high school principal with advice and suggestions from Dr. Simpson and Dr. Fuller.

Chairmen, who had qualities of leadership as well as interest, were carefully chosen. The other committee members were selected from varied groups who were especially interested in school and city progress. Each of the 49 members was notified from Cambridge of his selection to serve on a committee.

The groups met at once and began the study of their particular phase of the survey assisted by Dr. Simpson and Dr. Fuller. The work of the several groups was progressing toward a culminating point when on March 22, 1941, the Page School burned. This was

the largest of the elementary buildings and housed 275 children from grades one through six. What had been started as a long time schoolhousing study at once assumed immediate necessity.

On the evening of March 25, a meeting of the members of the various committees and other interested persons was held. It was attended by about fifty other persons in addition to the regular committee members, including members of the city council and representatives of other key organizations. A general discussion was held and the work of the school survey explained. It was finally agreed that action should be deferred until reports were available from the six committees.

Not the least of the difficulties encountered was the low fiscal ability of Brewer and statutory limitations on funding power. The city had nearly reached its regular, state imposed debt limit and could not borrow sufficient funds to build and equip a new building. In fact, when the last school building to be built in Brewer was constructed in 1924, the general city debt limit allowed insufficient fiscal leeway and a special legislative enactment had to be passed to obviate funding difficulties. The measure then adopted took the form of the creation of the special Brewer High School District. Hence, at this time it was necessary to take extraordinary steps and to move for an act of the legislature to enlarge and extend the Brewer High School District Law of 1923, thereby giving the trustees of that district, subject to municipal referendum, the power to issue bonds which would cover the building costs.

The 1940 session of the state legislature was still in session and a bill was drafted and introduced. Under suspension of rules, it passed both houses unanimously, and was signed by the governor as an emergency law. Under the terms of this act the trustees were authorized to issue bonds not to exceed \$450,000. It was felt that this sum would be sufficient for all school-building needs for the next 25 years. This act provided that the voters of Brewer must accept it in a regular or special election the date for which would be set by the city council. If this emergency had arisen when the state legislature was not in session, the building project might have been delayed as much as two years.

The several committees worked as rapidly as possible and on May 27 were ready to make a preliminary report. A general committee was then organized consisting of some members of all the committees and additional representative citizens. This group heard the report of the six committees, asked questions, made suggestions, and voiced ideas and opinions about the school-building program. Before this meeting adjourned it was voted that the chairman appoint a committee of three to make further investigation of the different proposals, such as interviewing

architects and contractors, and report to the general committee as soon as possible several alternative plans of action. There were appointed on this small committee a member of the school board, a member of the city council, and a businessman. They held four meetings which were also attended by Dr. Fuller and the Superintendent. As a result of these meetings they presented to the general group four possible plans for new buildings which it seemed to them might be considered. These four plans were mimeographed and a copy was sent to each member of the general committee. The general committee then met and discussed the report of the subcommittee and although this subcommittee was chosen as a fact-finding committee, it was evident by the tone of its report that it favored Plan D—that the city build a new high school connected with and utilizing the municipal auditorium and its other facilities in the plan—use the present high school building (erected in 1924) as a consolidated grade building—discontinue five old grade buildings, and transport the high school pupils who live in remote sections of the city.

The general committee discussed this plan at considerable length, giving little attention to the other plans, and before adjournment voted unanimously to adopt it. Members of the city government present agreed that the special election on the referendum should be called at once (it was later set for July 14). The collaboration of city and school officials, teachers, parents, and representatives of civic organizations had obviously cleared away many local misunderstandings and had paved the way for community agreement on a matter of complex community policy.

The plans for publicity included a joint meeting of all the PTA organizations in the city, and interested citizens were invited to attend this gathering. They were informed regarding the conclusions reached by the general committee, were given copies of the proposed plan, and had an opportunity to ask questions and to make suggestions. Finally, they were implored to use their influence toward the passage of the referendum.

The day before the referendum a copy of Plan D and a further plea for a favorable vote was delivered at the door of every voter in the community. The campaign for better schoolhousing in the city of Brewer was successfully concluded on Monday, July 14, when the voters, by a three to two majority, authorized the bond issue. It seems certain that needed school projects in which the public take an active part are almost certain to receive their wholehearted support and cooperation and finally succeed.

During the summer of 1941 both the superintendent of schools and the high school principal were members of the Harvard Workshop where they further studied the problem of future building development, with special

(Concluded on page 77)

<sup>1</sup>Superintendent of Schools, Brewer, Me.



## Los Angeles Gears Its Schools to the Newer War Emergencies

The vital services which the nation's schools are contributing to our all-out war effort, are made unmistakably clear in Superintendent Vierling Kersey's report telling how the Los Angeles city schools have been geared to the war emergency. The spirit of "we can, we must, we will," has not been wanting. Here administrative skill and resourcefulness have grappled with problems of defense training, wartime curriculum developments, wartime adult education, wartime emergency use of the schools showing that "we can, we must, and we will."

**Defense Training.** Superintendent Kersey reports that the training for occupations essential to national defense has been in operation in the Los Angeles city schools since June, 1940. School shops are being used 24 hours a day. Teachers have been recruited from the trades and have been given special and intensive teacher training. At the outset, students were recruited partly from WPA rolls and partly from the rolls of the United States Employment Service. At the present time the WPA source has been practically exhausted and all student referrals are made by the employment service.

Up to the present time 32,912 students have been enrolled in the Los Angeles defense classes. The largest enrollment exists in the fields of welding, machine shop, sheet metal, and ship fitting.

On June 4 of the present year, the Los Angeles city schools were asked to expand their program to provide for an expected increase in the employment needs of the shipyards and aircraft factories in southern California. The request recommended an increase of 1640 trainees per month and steps are under way to meet this demand. The preparations for expansion are being made in the following fields: arc welding, aircraft electricity, switchboard installation, aircraft electricity—general, marine electricity, aircraft riveting, aircraft sheet metal, and aircraft installation mechanics.

**Wartime Curriculum Developments.** The schools of Los Angeles are making a number of curriculum adjustments to meet the wartime needs according to superintendent Kersey. The content of wartime curriculum has been modified wherever necessary to provide instruction necessary for war efforts. New courses are being added in mathematics, science, and industrial arts to meet the special requirements of pupils planning to enter defense industries or the armed services. Plans are complete for the introduction of an aeronautics major with the beginning of the 1942-43 school year. This major will give emphasis to mathematics, science, and shop-work related to the construction and use of the airplane. Two alternate courses will be offered within the major. One will lead to employment in the aircraft factories and in the ground service of the flying forces. The other will lead to college courses in aeronautical engineering and to special training programs for flyers. The first will emphasize the practical side of applied mathematics, science and drafting, with extensive opportunity for manipulative practice in the shops. The second will provide the technical foundation

necessary for advanced study of aviation. Both courses will be open to selected students of proven ability and aptitude. Because of current difficulty in obtaining suitable equipment, the shop activities of the senior year will be concentrated in five or six of the city's senior high schools. In these centers, an adequate aeronautical laboratory is already in the process of development. While these new courses are being planned to meet war needs, there is every indication that they will form a permanent part of the school curriculum and will serve important purposes after the war.

The general program of the schools is being modified according to the demands of the present emergency. In the social studies greater stress is being placed on geography, American history, and Latin American relations. In music, community singing and patriotic American songs are receiving major attention. An intensive program for the development of physical fitness has been set up in all physical education and health classes. The Los Angeles schools are launching a program which involves the teaching of first aid to all pupils in elementary and secondary schools. In like manner, art, home economics, commercial education, and other fields have been reorganized wherever necessary to help the schools do their part in achieving victory.

**Adult Education.** The adult education program of the Los Angeles city schools, during the coming year, is to be devoted largely to the war effort. Superintendent Kersey points out that many recreational courses and activities not related to military and civilian defense needs will be discontinued for the duration. Classes for air raid wardens, auxiliary police, fire watchers, and messengers will take their place. The night schools also offer instruction in the care, operation, and maintenance of vehicles for the Ambulance Corps and other civilian groups. The list of war

### WINNING THE WAR

In our task, as we deal directly with the problem of winning the war, it is not sufficient to win a military victory—it is even more important that we win the victory of the democratic spirit within our own borders. If we lose this last there is no value in winning the former. Our chief job as teachers is with this spiritual battle. We must give to young America a clear picture of its ideal. We must insure that young America will love that ideal. We must be certain that young America when it matures will be effective in living under it. We should play a part as citizens and teachers in building a peace that is sensible and realistic, but one which will assure all peoples as soon as they are ready that all men the world over, white, black, and yellow, will be treated as men and not as tools.

This task will dip deeply into our strengths. We pray that we have depth enough.—Earl H. Hanson, Superintendent of Schools, Rock Island, Ill.

classes also includes: nutrition, canteen cookery, care of victory gardens, conservation of clothing and scarce materials, and physical fitness. The Los Angeles City College is participating in the civilian pilot training program with a special school 200 miles inland at Lone Pine, Calif. Here a group of 80 young men are being given pilot training. The college also participates in the navy V-1 program, in the army signal corps training setup, and in numerous technical and engineering preparatory programs.

**Housing.** During the school year 1941-42, between seven and eight thousand children appeared in new locations in Los Angeles where no classrooms were available. In general, the increases occurred in areas adjacent to airports or industrial centers and during the coming year it seems probable that we shall see an even greater change. At the present time, 13 county and city housing projects are nearing completion, all of which give preference to defense workers and many of which are located near shipbuilding plants and airports. In addition to these public projects, there are many private projects almost equal in size and still others to come. Up to the present time there has been no authorization for permanent building. An attempt has been made to meet the needs by transferring temporary buildings and changing boundary lines. At the present time the number of half-day sessions in the city schools is greater than it has been at any time since 1934 following the earthquake of the previous year and the prospect of returning to normal housing conditions is not likely to improve.

**Personnel.** War conditions have brought about a reversal in the trend of high school enrollments which has prevailed for at least 20 years. The evacuation of aliens, the employment of students of high school age in war industries, and other factors promise to effect a reduction in high school enrollment of approximately 5000 students for the coming year. Fortunately this drop in student enrollment is accompanied by a corresponding reduction in the teaching staff. Nearly 150 high school teachers have entered the service and there is a prospect of still further losses. The general policy adopted by the board has been to make no replacements in either teaching or administrative positions so that the schools will be operating with a material reduction in staff. Losses on the elementary level have been largely offset by the increased number of young children, so that little adjustment is necessary.

**Emergency Use of School Plants.** For many years a skeleton organization has been in existence in Los Angeles County known as the Major Disaster Committee. This committee was instituted to meet any emergency arising through earthquake, fire, or war conditions. The schools have always been an integral part of this organization. The present emergency is leading to the perfection and extension of former plans. Schools throughout all of the 1100 square miles of Los Angeles district have been designated as emergency centers both for first-aid and for emergency feeding. Plans have also been made in each school to insure a maximum degree of safety in case of bombing or other attack. Actual emergency uses of the school have consisted of making them available to military units at various times as needs arose. The first emergencies sometimes interfered with the operation of schools, but organization is being perfected in such a way that the future emergencies can be met without any material disturbances to the school program.



The Hot House and the Tool House of the Evanston High School are conveniently sheltered by wings of the main building.

#### A STUDENT VIEWS THE EVANSTON HIGH SCHOOL HORTICULTURE DEPARTMENT

Harry B. Smart<sup>1</sup>

To provide experience for persons desiring to study horticulture and thus offer preparation for future vocations, and to aid in promoting and conserving plant beauty on the school campus, and on home grounds, the Evanston Township High School, Evanston, Ill., four years ago, created a horticulture department. Two classes were contemplated—one during the day for high school students, and another in the evening for interested adult members of the community.

Horticulture is a junior-senior course in which approximately 30 students are enrolled. Under supervision of an experienced teacher, the class is conducted in such a way as to provide a rich variety of experiences for the class. Individual projects scheduled for completion in a specified length of time, are assigned to the students. Except for preliminary instructions and occasional help, the boys and girls work independently—just as they would in the home garden or on the farm.

The students gain valuable experience from actual gardening problems in the greenhouse and on the campus. The work involves digging weeds, planting seedlings, trimming borders, sowing grass, pruning trees and shrubs, digging and planting bulbs, and similar activities which are supplemented by textbooks, discussion periods, and weekly tests. In all of these activities, special emphasis is placed on the practical application of classroom knowledge to the planting and growth of ornamental plants, trees, and shrubs most suited to Evanston gardens.

The complete facilities of the department include a greenhouse, measuring 18 by 33 feet, built by the students of the building trades classes in 1939. It is steam heated and kept thermostatically at a constant temperature of 63 degrees. Adjoining the greenhouse is a workshop-classroom, which houses a reference library of books and current magazines, an organized file of official pamphlets and magazine clippings, and an up-to-date tool collection.

Since America's entry into the war, the importance of horticulture is becoming increasingly evident. A basic factor in the conservation of our national resources, it forms the foundation of the "victory garden" effort and will play an important role in postwar beautification of homes. These are immediate aims of the courses at Evanston High School in addition to the older aims of teaching science and prevocational education.

<sup>1</sup>Student, Evanston Township High School, Evanston, Ill.



Plants are grown for biology classes.



Textbook study supplements the practical gardening problems.



# What Should be the Labor Policy of a Board of Education?<sup>1</sup>

Clarence A. Mason

The subject, "What should be the labor policy of a board of education?" is one that cannot be discussed without a short analysis of democracy and the problem of labor in a democracy. I like very much the definition of Bernard Smith in his book, *The Democratic Spirit*, in which he says:

The words men fight and die for are the coins of politics, where by much usage they are soiled and by much manipulating debased. That has evidently been the fate of the word, "Democracy." It has come to mean whatever anyone wants it to mean.

For example, soon after the word "Fascism" became widely known, there were some who said that our people could be persuaded to accept Fascism if it were disguised as a Democratic movement. Fortunately, they have not had the satisfaction of seeing their prophecies fulfilled, but they have certainly seen some rather weird distortions of the Democratic idea advanced as measures for the defense of Democracy. Sentiments born of bigotry, race prejudice, and private interest have been advocated, more than once, as expressions of this country's magnificent tradition of freedom and equality.

## Democracy and Labor

Webster defines Democracy as "the rule of the people," which would seem to me to be a very simple principle, and those who are not willing to accept this meaning are those who speculate about its meaning. To speak of "people" is to refer to the majority of the population. And the majority is composed of men and women in moderate circumstances and of all races and faiths. A significant factor in our history has been the effort, on one hand, of the minority groups to prevent the people from ruling and, on the other hand, the failure of the people to express their will and have it applied rationally. The democratic way of life, or the people's desire to rule, has been simply a desire for greater opportunities to get more of the good things of life—food, shelter, leisure, joy, education, religion, security. Occasionally their will has been deliberately thwarted; usually they have been misinformed as to what their will should be, and how they should attempt to satisfy it. It has been possible and is still possible to misinform, divert, and delude many of our citizens—but not forever and not about everything. They will learn in time. The proof of this is the fact that they have bettered their material circumstances and acquired self-respect, and in the process of doing so they have constantly enlarged and enforced the application of such doctrines as equality before the law, universal suffrage, public education, limitation of economic privilege, religious and racial tolerance, and so on; for it is these social conditions that are favorable

to the progress of many people. This, in brief, is the history of democracy. In that history, writers of all kinds—storytellers, preachers, politicians, lawyers—have had their roles to help express not merely the people's will, but to formulate it.

To illustrate: Thomas Jefferson, after graduation from William and Mary College and admittance to the bar, had a varied career, through the House of Burgesses and the Continental Congress. In the latter body, because of his known qualifications as a thinker and writer, he was appointed to the committee to draw up the Declaration of Independence. This was his masterpiece. Ever since he wrote it, attempts have been made to prove that he did not mean what he said. But we have taken his words at their face value, and so long as those words are taken seriously by this country, democracy will be secure. When he substituted the words "pursuit of happiness" for the word "property," a revolution in social thought was accomplished. This substitution would seem to indicate that as early as 1775 the problem of personal versus property rights was predominantly a serious question before the people. From that Declaration of Independence are taken these words:

We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with inherent and inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their happiness.

In that document were set out those facts and conditions about which the early settlers were complaining to the English King. While not specifically so mentioned, it is reasonable to suppose that complete domination of labor by the English monarch was one of the bad conditions.

## An Early Labor Case

An early defender of union labor was William Cullen Bryant, who toward the end of his life became the editor and chief owner of the *New York Evening Post*. One of his masterpieces was "The Right of Workmen to Strike," which was published because 20 men had been sentenced for the crime of "refusing to work." The punishment imposed on these men by the judge was that officers appointed for the purpose should immediately demand from them a sum of money which was named in the sentence of the court. The amount demanded would have taken all of their sav-

ings of many years. How the money was gotten together is not recorded, but the fine was paid as demanded.

Let us study the case for a moment. What was their offense? They had committed the crime of unanimously declining to go to work at the wages offered to them by their masters. They had probably said to one another, "Let us come out from the meanness of our caste; let us begin to do what other men, more privileged and more honored, are doing every day, by the means which we believe to be the best, let us raise ourselves and our families above the humbleness of our conditions. We may be wrong, but we cannot help believing that we might do much if we were true brothers to each other and would resolve not to sell the only thing which is our own, the cunning of our hands, for less than it is worth." What other things they may have done is insignificant, but it was for this that they were condemned and had to endure the penalty of the law. William Cullen Bryant went on in his paper to seriously condemn such acts and called the practice slavery. The decision of Judge Edwards is quoted as follows: "Self-created societies are unknown to the constitution and laws, and will not be permitted to rear their crest and extend their baneful influence over any portion of the community." Coming from such a respected journal, from a highly respected editor, is realization that there was a movement to change laws of that kind.

In the list of those great names in our country, who have fought labor battles or for other various similar reformations, appear such names as William Lloyd Garrison, Ralph Waldo Emerson, Henry David Thoreau, Wendell Phillips, Abraham Lincoln, David R. Locke, Grover Cleveland, William Dean Howells, William Jennings Bryan, Woodrow Wilson, Heywood Brown, Lincoln Steffens, Theodore Roosevelt, and finally, Franklin D. Roosevelt.

Meantime, our early settlers were often as bigoted as some of the church sects they were fleeing. They were largely drawn from the middle and lower classes, and they came here not merely to worship freely, but to better themselves. They wanted land to cultivate and opportunities to trade, which meant that they wanted to be rid of the restrictions imposed upon them in the old world. Therefore, they wanted physical and political freedom as well as religious freedom. In the end they wanted a free market, a community in which there was competition in production and selling and out of that desire came the belief that there ought to be equality of opportunity. It was to this latter that they based their desires for equality and opportunity of labor.

<sup>1</sup>The present paper is an abstract of an address before the Indiana Town and City Administrators' Association, Laporte, March 17, 1942. The author is acting city engineer of the city of Hammond.

### More Recent Problems

The above is a generalized view of the situation and subsequently subject to all sorts of qualifications. Actually there were many differences of opinion as to religion and labor and many other things. These differences, in somewhat different form, still are in existence today. While our problems today are not exactly the same, I feel sure that there are as many waiting for solution. Down through the years, since 1775, the labor situation has not been correctly presented, as I see the picture. I am firmly convinced that through the years, if workmen had been given more of the fruits of their labor, there would not have been the great desire for the organizing of unions as we know them today. It is a fact that we still have men today who do not wish to help the labor movement at all. This type of thought is rapidly disappearing. During the past nine years, the workingman has been given his greatest opportunity by the active cooperation of President Roosevelt. I believe it is true to say that he has given to the union workingman, in nine years, more than they had achieved in the previous 50 years. How they use that power in the future will determine whether it has been given to them too soon or not.

The past two years in England's history definitely show exactly the same results in the labor government that are being shown in the United States today. Indeed, competent men have returned from England recently with the opinion that after the war no aristocracy nor immensely wealthy people will be left in England. If the war continues long enough, it appears that this trend will be matched in the United States.

I sincerely hope that the power now given to the unions will be used judiciously and that the evil element, if there be such in unions, will be eliminated as quickly as possible. This must be accomplished at once if union labor is to hold its present position and is to go forward from here on.

We should take cognizance of the fact that our democracy is changing very greatly, and whether we favor such a change or not, we shall have to adjust our lives and thoughts to the fact that the majority of the population of most countries is made up of the workingman. He has now come to realize his influence and power, and those of us who are in the position of having to deal with such groups should realize that our first responsibility is to see that both sides are dealt with justly and are as nearly as possible satisfied.

### Five Questions Answered

To answer the first questions set out in the topic of this paper, "Should school boards encourage or discourage the formation of labor unions?" I should reply that I believe that the organization of employees into labor unions is a matter for those employees themselves. I do not believe they should be discouraged or encouraged, but I feel that the matter is entirely up to the men themselves.

In answering the second question, "Should

the board do business with labor business agents?" I should say that if employees are organized into unions and they have employed a business agent, it is the duty of the school board to deal directly with that business agent, provided the union is composed of more than fifty per cent of the employees.

My answer to the third question, "Do unions have the legal authority to strike against a branch of the government?" is simple: I am sincere in saying I do not believe that they have that right. But when I take the stand of denying that they have such a right, that position is predicated on the fact that I believe the boards should give the necessary time, thought, and effort to keeping such occurrences from happening.

I am unable to answer the fourth question: "Is there a probability that authority is given by law to strike against public business?"

The fifth question reads: "What is one benefit of having union employees?" One of the benefits to be derived from having union employees is that discussions can be had between the board and the business agent and there are only the two involved.

### The Hammond Situation

And now to bring down discussion to our own particular situation: We have in Hammond an entire force of 70 nonteaching employees—engineers, custodians, matrons, and so forth. Of these, 24 are women. Salaries of both men and women range from \$85 to \$175 per month. These employees service 19 school buildings. Of the total number, 41 employees belong to the union. They have elected their own business agent. Their union has been in existence since 1935, and I believe was the first union of its kind in the state of Indiana.

During the years of its existence, the school board has not had any great trouble in the discussions of either conditions or salaries. Of course, we have been presented with demands from time to time that were impossible to grant from several standpoints. We have been frank in our discussions of these reasons with both the business agent and representatives of the membership. Our board has taken all of the necessary time to study out these problems with the union. I feel that they are all capable of judging whether the reasons we give for denying certain requests are true or not. We have found that they do not present their demands beyond the point of equality for all groups of employees. In other words, our custodians have not asked for salaries as high as those we would pay to principals. And I do not believe that they intend to do such a thing.

At no time have our union employees even suggested a strike because of our noncompliance with one or more of their demands. The local unions, on the other hand, have taken the stand in our community that if we must discharge an employee member of the school employees union, they do not interfere where that discharge has been brought about by some flagrant act of an employee.

I am confident that these questions and differences can be settled if there is a sincere desire on the part of both groups to want to settle them in a sane and logical way.

### Unionization and Equality for All

The struggles for union organizations started early in the history of our country and have continued to this day. We know these struggles under the form of agrarian reforms, the organization of workmen into labor unions, the fight against trusts and monopolies, and the legislative drives to regulate competition. The form of the problem has changed continuously, and with each change there has been progress.

No one can conceive of modern democracy without thinking of equal opportunities for all men. This brings us to considerations that are not essentially economic but moral. About 90 per cent of the troubles of our country today are traceable to the selfish desires of minority groups. We have, on the one hand, those who wish to subjugate the entire world to their way of thinking. We have, in some cases, labor unions trying to force their will on all others. We have the industries and capitalists sincerely believing that their viewpoint is right and all others wrong. The problems of today, while under different names, are essentially the problems of yesterday. There can never be a complete solution to the ills of today until we all decide that each and every one of us is entitled to his own view on economic, social, and political situations, but with the modification of that principle so that all portions of society obtain equal consideration.

Is not this organization of municipal administrators in reality a form of union—for what purpose? To try to better the conditions of our work. Again, do not the teaching staffs of this state and other states have the finest closely knit organization for the betterment of their lot? No other organization has more power in the legislative halls of the state. Is not an engineering society the same thing? Is not a Bar Association the same thing? Is not a Chamber of Commerce a form of union?

I plead, and plead sincerely, for this organization to take the lead in thinking of present-day problems. Let us forget our own selfish interests, let us get other groups to forget some of theirs. In the end, such a procedure of give-and-take and the dropping of special privileges for one group and the denying of the same thing to another group, will lead to fuller and more useful lives for us all and to the solution of most, if not all, of our present-day economic and social problems. Charity and justice in public life are demanded if our American way of democracy is not to perish.

It is well to remember that in so far as we safeguard the rights and liberties of all the people, even of those who are opposed to our ideas and ideals to that extent we insure the perpetuity of our own rights and liberties and the welfare of all.

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# One Hundred Years of Board-of-Education Service

## The Colorful Story of Detroit's "Faithful Servants"

*Under the title, "One Hundred Years—The Story of the Detroit Public Schools, 1842–1942," and published as the superintendent's annual report, the Detroit board of education has authorized the issuance of a colorful account of the origin and history of the schools of America's eighth city. Not the least significant chapter in the book is the thirteenth, devoted to the "Board of Education—Faithful Servants."*

*It is interesting to note that from its beginning the Detroit board set up high ideals of service and fought against evils that are common to all democratic government. The troubles of the Detroit body can be summarized in four phrases: (1) ward representation, (2) excessively large membership, (3) political interference in board and school matters, (4) too numerous committees. How these troubles have been gradually overcome is made clear in the latter part of the account which is here reproduced with the omissions of a few matters of purely local interest.—Editor.*

### The Board of Education — Faithful Servants

The law of 1842 provided for a board of education composed of two inspectors from each ward, the recorder, and the mayor who would act as its president. To provide for stabilization, some of the first inspectors were elected for one year of the regular two-year term.

Led by Douglas Houghton and Samuel Barstow, the first board was both idealistic and practical. "Let us arouse ourselves from this degrading lethargy," its members urged. "and by an appeal to the liberal minded and generous spirits who adorn our city, expunge this blemish from her character and by prompt and efficient measures retrieve that which we have lost."

Since the total value of school property was only \$2,156.79, the appeal had to be urgent, it was made to the clergy, to the press, and to the public, and it was made shrewdly.

"Appeal not to the sordid and selfish," its leaders urged. "Heed not the counsel of that man who knows no criterion of human happiness, no bliss but that purchased with dollars and cents. . . . Heed not the counsel of that man who enters his protest against paying one farthing on the hundred dollars of the assessed value of his property for such a purpose as this. He studies neither his interest nor his happiness. Pass these by and turn to the free of heart, the noble of soul, the lofty of purpose, and the enterprising of spirit. . . . There is not a hard-handed and toil-worn laborer within the precincts of all Detroit desti-

tute of the heart and spirit, and the will, and who will not earn and fully contribute his dollar for the emancipation of the rising generation from the thralldom of vice and the slavery of ignorance. Nay, not one."

Opposition faltered before such eloquence and determination. The council was authorized to levy a tax to the amount of one dollar for every child between the ages of five and seventeen.

### Early Precedents

The board then divided itself into six committees, one in charge of each of the following: teachers and schoolbooks, schoolhouses, primary schools, middle schools, auditing, and visiting. It set its meetings for four times a year and announced a fine of five dollars upon any member who should be absent from one of them. While it believed that no persons should be compelled to serve two terms successively, it provided that one who "without sufficient cause should neglect or refuse the office must forfeit to the board, for the use of the library, the sum of ten dollars." It provided for quarterly examinations of all schools under its direction, for free textbooks for children whose parents could not buy them, and for a special committee to be composed of outstanding citizens of each ward whose duty would be to assist the regular visiting committee.

Although the board of 1842 took a united stand against any sectarian influence in the schools, in 1844 a resolution was offered to the effect that the Bible should be taught as a textbook except to those children whose parents objected. This resolution aroused a bitterness which for a year had a bad effect upon the young and struggling schools. The board itself was divided. But finally, it reached a compromise, eliminating everything religious except the Lord's Prayer, the recitation of which was optional.

In 1852 the city had grown to 10 wards. The increased size of the board proved unwieldy and vulnerable to political pressure. In 1864 its president suggested a reorganization.

"I have at different times been a member of this board," he said, "and as a member and a citizen have been a careful observer of its operation for nearly fifteen years. My observation and experience have led me to the conclusion that there are some radical defects in our organization which are developing still more clearly as our members increase and our duties are enlarged."

The defects he believed to be these: the increased size of the board, the frequent change of members, and the method of election. "We

are elected at the same time with city officers who are elected with reference to their party politics," he wrote, "Nothing, I apprehend would more completely destroy the influence of this board for good, than to have its officers and appointees selected by a political caucus, and with reference to their political opinions, or its actions controlled by considerations of party politics, yet we may all see that there is no little danger in this direction."

### Early Desire for Small Board

At the same time, the president recommended that the board be reduced to five members, one of whom should retire yearly, or to eight, two of whom should retire yearly. He suggested that board members be selected equally from both political parties upon the nomination of the mayor with the approval of the common council. These recommendations received some support, but they were rejected by the board as a whole.

By 1875, during the second administration of Mr. Sill,<sup>1</sup> the increasing size of the board (now 26 members), had caused other complications. Members, acting upon their own authority, were accustomed to making purchases and then presenting bills for payment. Buildings were exceeding their appropriations. Orders were being duplicated.

In 1876 citizens demanded a reorganization. They prepared a petition and submitted it to the legislature. In general, it called for the kind of revision which had been recommended in 1864. While the president of the board admitted that the number of inspectors might well be reduced, he opposed their appointment by the mayor or council. The majority was with him. Meanwhile, there were public charges of extravagance and influence—even bribery.

In 1881 the president regretfully admitted the truth of these accusations. As a remedy, he suggested the election "of inspectors at large, reducing the present number and extending the term of office." The mayor promptly opposed the plan. He demanded that the board be "legislated out of existence" and that another be nominated by him and approved by the council. In response, the Free Press claimed that since the council possessed all of the vices attributed to the present board, a board which it confirmed could be no improvement, it endorsed the president in his plan for electing inspectors at large and advocated that their number be reduced to 12. With the support of earnest citizens, this plan became a law in 1881. Of singular im-

<sup>1</sup>J. M. B. Sill was superintendent from 1863 to 1865 and 1873 to 1886. — Editor.

portance is the fact that at this time the board made the superintendent of schools its executive officer.

The members of the new board were all of the same political party. Annoyed by this, members of the other party tried hard to bring criticism. They objected because outlying wards were not represented. They revived accusations of bribery. They challenged the course of study. With some justice, they pointed at bad financial management. In 1889 three years after Mr. Robinson<sup>2</sup> took office, they introduced a bill into the Senate that called for a return to the earlier system but with the election of only one inspector from each ward. The Free Press, supported by a group of distinguished citizens, protested its passage. It became, nevertheless, a law. At the same time board funds were transferred to the city comptroller for management.

#### Public Opinion Against Ward-Elected Board

At first the new board was in sympathy with the expanding curriculum. Its second president, however, had little patience with Mr. Robinson's progressive theories. He declared in his report of 1895 that a "good sound thrashing" would, in his opinion, be of more benefit than "goody-goody talks so earnestly advocated," and that the schools contained too many "mamma's pets."

The board continued to contemplate the curriculum, and in 1895 its committee on textbooks recommended the use of Bible readings in the grammar grades. The mayor vetoed the plan. The board passed it over his veto. All the bitterness of the past broke out anew. There were meetings and protests and petitions. Finally a citizen brought suit against the board. The judge decided in his favor. The case went to the Supreme Court where a majority favored a reversal of the lower court. Meanwhile, the readings had been quietly discontinued. Intelligent public opinion, however, was again forming against a ward-elected board.

Schools are big business. In a city whose very borders were bulging as a result of its phenomenal industrial expansion, it is only natural to find that the board of 1890 was suffering from growing pains. Elected to represent all of the people, the problem was how to serve so many with so little. In its efforts to record progress, the board was occasionally restrained by internal problems. When it came to naming a president of the board at the annual meeting of July 1, 1890, the members found it necessary to cast 93 informal and 15 formal ballots, only to come to no decision. At a special meeting, 22 informal and one formal ballots were cast. In all, 147 ballots were cast before William Adair was declared president.

For many years the board of education was heavily laden with committees. Included were those of judiciary, finance, health and ventilation, teachers and janitors, schools, textbooks and courses of study, real estate

and school buildings, janitors and supplies, and rules. Today as in the past several years committee work has been minimized. The Directory and By-laws of 1941-42 lists but five official committees—finance, personnel, teachers' retirement fund (noncontract), employees' retirement fund, board of trustees, Mackenzie Union (Wayne University), and Wayne University Endowment committee.

The progress of the board of education parallels the progress of the times. A telephone, the first used by the schools, was installed in the Miami Avenue building, 1354 Broadway, in November, 1890, "to aid in prosecuting truancy cases." Compulsory vaccinations were the subject of legal threats against the school fathers in the 1890's. Charity ever demanded and received a place in the deliberations of the board. Books for indigents have been an acknowledged need throughout the one hundred years. That books were made available to such pupils is a matter of frequent record.

#### Served Without Pay

It is a source of pride to Detroit's citizens to record that the board members, always serving without pay, have been farsighted men and women. As one result, they frequently faced critics. Consideration of such "fads" as music, art, health education, and manual training long before the public was ready to accept the inevitable, caused many sharp comments to be directed at the elected civic servants throughout the entire century of education. Sometimes their ideas resulted in forcing the support of the opposition. Despite criticism, however, adult education was made an incentive to every out-of-school man and woman. Four night schools were added to the one existent school in 1890 and free books were offered as extra inducement.

During the early years of Mr. Martindale's<sup>3</sup> administration there were sporadic attempts toward reform. Some of them came from within the board itself, where Clarence M. Burton, eminent historian, led the minority. In 1903 Edwin Denby, then a representative in the state legislature, made an unsuccessful attempt to reduce the number of members of the board to five, these to be elected at large. (Mr. Denby was later appointed Secretary of the Navy, and a Detroit high school now bears his name.) In 1907 Samuel Mumford joined the minority, which gradually grew until it became a majority. In 1912 this majority voted to release Mr. Martindale, who had allied himself with the group favoring the ward-elected board. Public feeling was with Burton and his followers.

In 1913 the legislature passed an amendment which, if ratified by the voters, would have allowed a seven-member nonpartisan board, to be elected at large. Its opponents, however, prevented a vote and it was not until 1916 that it was passed.

Of those persons most responsible for the writing of the bill and its eventual passage

were Mr. and Mrs. Francis C. Osborn, who had worked tirelessly in its behalf. Mrs. Osborn (Laura F.) was elected to the first seven-member board and has served continuously for 24 years, four times as its president. Her present term expires in 1947. Always concerned with the welfare of children, she has been instrumental in improving schoolhousing and especially school lunchrooms. She is the only woman in Detroit to hold an elective public office.

The new board had as its single interest the progress of the schools. Under it the power of the superintendent<sup>4</sup> was strengthened. A new salary schedule was adopted. In 1919 the board requested "a complete survey of the entire school system by departments." From this survey resulted a farsighted building program arranged to suit the needs of individual communities. Its general aims were: (1) to provide every child with a full-day session; (2) to remove all pupils from rented quarters totally unsuited to their needs and requirements; (3) to remove all pupils from damp, poorly lighted basement rooms; (4) to eliminate as early as possible the risk of fire danger in three-story elementary schools which were built 50 years ago of highly combustible materials; (5) to provide each pupil with the full advantage of education in classrooms which held not over 40 pupils; (6) to require no pupils to attend school in cheaply built and poorly equipped temporary buildings except as a necessary expedient; (7) to provide for growth in school membership in each budget.

#### Recent Policies of the Board

Of late years the business of administering the thirty-million-dollar education budget for the city's 247,000 school children has required the patience, strength, and vision of a superman. No longer can the board meditate the details as to which is the best method to teach handwriting, which textbook most ably presents the subject of arithmetic, whether dictionaries should be indexed, or what a neighbor should be paid for removing the snow around a high school. Such problems are left to the administration. Major changes in policy are brought to the board's attention through recommendations of the superintendent. The board initiates policies as the occasions present them. The school for epileptics and the summer camp for crippled children are results of actions initiated by the board. Purchases are now made through a director of purchases and are subject to approval of the board. Appointments to the staff and transfers, promotions, and suspensions are made by the superintendent and stand confirmed unless disapproved by not less than four members. It is in the superintendent of schools that the Detroit board of education places supreme power and supreme confidence. In Part II of the By-laws, paragraph 2 states:

"He alone shall be directly responsible to

<sup>2</sup>William E. Robinson, fourth superintendent of schools served from 1886 to 1897. — Ed.

<sup>3</sup>Wales C. Martindale, fifth superintendent (1897-1912), was succeeded by Charles E. Chadsey. — Ed.

<sup>4</sup>Mr. Frank Cody, seventh superintendent, headed the Detroit schools from July, 1919, to July, 1942, when he retired as superintendent emeritus. — Ed.



the board of education for the efficient operation of all school functions of the board of education."

Somewhat of a classic are the bylaws of the Detroit board of education. Extremely brief, they are seldom amended. They have served as a model for many city school systems.

Significant is the smoothness with which the elected management of the schools operates. Members have differences from time to time in principle and policy but seldom are these differences exhibited in meetings. The compromise has usually been consummated on friendly grounds before the formal session.

#### Detroit's Boards Have Been Able

Patience and intelligence have marked Detroit's civic-minded citizens who have served the schools in this official capacity. Their tolerance is evidenced by the fact that they never reject a group or individual representing a cause. Patient with citizens who have grievances or recommendations to present, patient with teacher groups and other groups concerned with personnel problems, the board has never shunted or otherwise belittled the request of any petitioner or person with an honest plea. It has been said that the splendid quality of personnel comprising the Detroit board of education these many years is due in large part to the fact that the members seek the position through desire to serve for the good of all. The office carries no financial remuneration, not even expenses. The board of education has always welcomed investigation and constructive criticism. An example of this is the recent invitation to the newly created office of auditor-general, city of Detroit, to audit the books of the board of education. (This could only be done by invitation of the board.) During all of the city and county grand jury investigation of graft and corruption of the past two years there has never once been a question about the public schools' management.

The fact that Detroit, representing the nation's fourth school system, has had but seven superintendents in a century of free public education reflects the splendid manner in which the city's board members have conducted the business of managing the schools. Their deep sense of obligation has at all times preceded their acts. They decide carefully and then hold to their decision.

#### Good Citizenship of Employees

Unlike earlier boards, today's board of education limits its authority to the establishment of basic school policies. It extended vocational training, particularly in trade and part-time trade schools. It cooperated with the city's program of public health. It expanded educational facilities for the handicapped. It enlarged the program of adult education. In cooperation with the city government, it instituted biweekly pay for contract employees. From its vision came Wayne University, and with it a complete system of public education from kindergarten through graduate

school. Unselfish in its desire to serve to the best advantage of all, the board directed its attorney to draw up a bill in 1941 that would permit a board of regents for Wayne University. It has at all times insisted on an understanding of government and the rights of free Americans as a cardinal objective of education. At the same time it has insisted that its employees be exemplary citizens. It has held that the schools are of and for the people and that use of the buildings outside of school hours is but another service to which the public is entitled. Quick to respond to public needs, the board has been practical in its attitude toward the revision of the curriculum for the admission of such modern subjects as safety education, retailing, hobby classes, and office practice courses.

As the employer of more than eleven thousand men and women, the board has always enjoyed the cooperation of its employees. It has been progressive and aggressive in its respect for labors and lives of its employees. Its adoption of a cost-of-living adjustment in salaries for employees in 1942 was immediately reflected in similar acts by other school systems throughout the nation.

As the second century opens, the board is seen expanding its school lunch program to reach thousands of indigent children with free noonday meals. To provide this service an item of \$75,000 has been incorporated in the 1942-43 budget. Recognition of the single salary—equal pay for equal training and work—is another forward step written into the coming budget. Interest in the retirement fund has long been evident in board deliberations.

Who comprises the Detroit board of education? The members of today's board are representative citizens who come from various walks of life.

Why are individuals willing to subtract from their occupational duties and home life to assume without financial remuneration, the duties and obligations of this civic body? It is evident not for the praise, nor for the criticism which they receive, and not because it is a service of heroic nature, but the citizens recognize this service as one of tremendous importance not only to children but to the community as a whole. In general, the office has sought the man, rather than the man the office.

## Saving With the Heating Plant

Oliver Hormell

To any school board a way to save money is a welcome help. This is particularly true of the heating plant which is the heart of the school building. In a year of war when all school expenses must be pared to the minimum, consideration of heating costs and wastes due to careless handling of heating apparatus are particularly welcome. A few of the principal difficulties are as follows:

1. Make sure that the boiler settings are tight in order to prevent any leaks through the walls. Badly fitting doors and furnace fronts causes the CO<sub>2</sub> chart to show a material reduction, indicating a great fuel loss. This means that the coal has not burned sufficiently and that, instead of CO<sub>2</sub>, the result of properly burned coal, you have carbon monoxide, a partially burned coal. In some cases the fuel loss caused by loose settings and badly fitted doors, amounts to as high as 30 to 35 per cent of the total fuel cost. The average high school uses about 250 tons of coal a year, and at the rate of three dollars a ton, which is comparatively low, this means a fuel bill of \$750 a year. At a 35 per cent loss, this would mean a possible loss of \$243 on fuel alone. A little fire clay will stop an extreme leak for less than a dollar, a leak that might cost in itself as high as \$250 a year.

2. Keep the boiler clean inside and out, for one fifth of an inch of soot is equal to one inch of asbestos as an insulator, and would cause a loss of as high as 40 per cent of the total fuel used. This indicates the necessity of frequent cleaning of the heating surface. Moreover, if soot is allowed to remain, the

boiler is exposed to the corrosive action of the various elements comprising the soot.

3. When the boiler is shut down and not in operation, close all the drafts and allow the boiler to cool with the surrounding brickwork. By doing this, the water will break down the scale and a large amount of it will be deposited at the bottom. After the water is run out of the boiler, the manhole and handhole plates should be taken off and a stream of water, rather strong, should be squirted in among the tubes and around the shell and heads. In most plants, it pays to treat the boiler water, but this should be done only after a complete analysis of it has been made by some competent person. The expert's recommendations should be closely followed. At no time should reliance be placed on anybody except a competent chemical engineer.

4. Keep the plant clean and free from unnecessary dirt. Dust piled on machinery hinders its effective operation. The first step toward efficient working of the machinery is cleanliness.

5. Make sure that the fuel purchased is the proper kind for the type of furnace in the school building. In a large number of cases the high-priced fuels are not the best. Have an analysis made by a responsible combustion engineer and purchase only the fuel recommended for the furnace. In the larger plants, a stoker of good make, if the fuel is carefully chosen, will more than pay for its own way. When a good industrial chemist experienced in fuel analysis is not available, a good agency to make the coal analysis is the insurance company which carries the local boiler insurance.

## THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by  
Wm. Geo. Bruce and Wm. C. Bruce

### An Aspect of School Finance

THE financial difficulties of municipalities and boards of education are being aggravated by the war, the increase in federal taxes, and the consequent desire of taxpayers to cut all local and state taxes. In spite of thoughtless public opinion and newspaper talk, experts in the field of municipal finance and administration are unanimous in the advice that local taxes should not be cut but that every effort be made to put administrative and financial affairs in order. The recommendation is seriously made that no means be spared to approach the pay-as-you-go situation. It is pointed out that the war prosperity has brought in great sums in back taxes and that these provide surpluses which can best be applied to eliminate outstanding bonded indebtedness and better still the temporary deficits from which local administrative units suffer between the annual date when the fiscal year begins and the time when local tax moneys are received.

A sign of official negligence and improvidence is the annual deficit from which school boards, especially in large and medium-size cities, suffer—have suffered for decades and decades and promise to tolerate indefinitely in the future. True, the short-term loans cost comparatively little at present interest rates. But the situation is still a sign of extremely bad management—as bad as the young chap who is forever making a personal loan from a friend to carry himself during the week before each payday.

Until certain school funds begin to dry up because of impending changes in the business and labor situation, it will be well for school boards to clean up deficits. In fact, a more positively valuable policy would suggest the development of a school-building reserve against the day when school construction will again be possible. Community after community is surely developing pressing needs for new school building space. These needs will be aggravated as home building again becomes general and the strong shift from old and decaying neighborhoods to the outskirts and to the new industrial sections is resumed.

School boards and their staffs have shown most commendable vigor in opening the new school year without reductions in their

services. In fact, most school districts have expanded their high school plans to provide preinduction vocational and military training, aviation instruction, and improved physical education. It will be necessary in the future to make every effort to economize in the ordinary conduct of the schools; to conserve buildings, tools, and materials which are not replaceable; it will be most essential to operate heating and ventilating plants in an effort to save fuel and fuel transportation. But all these fine efforts to aid the war effort, to maintain morale, and to stimulate civilian cooperation will be lost if the school boards do not vigorously attack the budget and financial problem, repel the attacks of the tax racketeers, and set their financial houses in order.

### War On Fuel Waste

THE boards of education and their school-plant operating staffs can render an important service toward the winning of the war by economical management of the school-building plants. This applies particularly to the economical care of the heating apparatus with the idea of fuel conservation in mind.

The American Society of Heating and Ventilating Engineers and the Federal Coal and Oil Co-ordinator have made a number of recommendations that will help in overcoming a growing critical difficulty in the fuel situation. The War Service Committee of the Heating and Ventilating Engineers recommend among other things the following:

Many existing plants now burning oil, formerly burned coal, and can be converted without much difficulty. It is advisable to effect conversion of large plants burning in excess of 5000 gal. annually.

It is recommended that every effort be made to provide correct operation of heating systems, better inspection, and adequate maintenance to increase the efficiency of existing plants.

Changes in operation may include: (a) lower maximum temperatures, correct temperature control to avoid overheating; (b) to limit operating hours to actual school needs and to provide partial night shut-offs; (c) to split the system to permit different operating schedules for each portion of a building; (d) a complete cutting off of any unused rooms and areas.

Increased efficiency may also be obtained (a) by more frequent adjustment and cleaning of equipment and periodic inspection of boilers, furnaces, and controls; (b) by the more careful use of thermostats and other controls; (c) by reduced heat losses through the application of insulation, storm sash, window strips, and by closing all unnecessary openings; (d) by utilizing to the full recirculation of air; (e) by studying and modifying firing methods for different

grades of fuel; (f) by reducing unnecessary high air changes in the ventilation of classrooms, auditoriums, and gymnasiums.

Boards of education and their staffs who cooperate in eliminating fuel waste will thereby save fuel for necessary war production industries, will cut down the overload of transportation service, and will save materials and labor desired for war purposes.

### Valedictory of a Retiring School-Board President

A REVIEW of school life in this country primarily brings to our attention the administrative factors and the policies and projects in which they engage. Citizens make their entrances and exits as members of the board of education. Presidents, likewise, come and go while the administrative body continues to function.

Frequently the president-elect will outline his concepts of the cause of popular education, the function of the administrative factors, and his own relation to the school system. But, the retiring president may also have a message to leave to his successor, his associates, and the community as a whole. The observations made during his term of office may lend themselves to suggestions and recommendations for future consideration.

When James Marshall recently retired from the presidency of the New York City board of education, he summed up his official experience and left a few suggestions to his associates who will continue to carry on. He held that the school system of New York is in fiscal serfdom to the city government, and that the state does not come to the rescue in sharing its part of the financial burden. Consequently, there is a continuous buck-passing between city and state as to the support the schools are entitled to.

Further, he believed that teachers should be kept professionally alert and versed in new methods of teaching. He added:

"Finally, there is the problem of keeping the avenues of knowledge free and unhampered, the treatment of nonconformists humane and the development of teachers and pupils unrestrained by terror and duress; for one of the dangers of war is its tendency to regiment minds, to depress the trend of thought and to exalt cruelty and prejudice.

"I believe so firmly in the possibilities that are inherent in a democratic school system, possibilities for the development of individual capacities and cooperative effort and the gradual emergence of a truly civilized society that I urge this board to have confidence in itself and its objectives and courage to keep our schools in the front of the march to a more humane age."

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But, every school system has its own problems which await solution. It is well, however, for the official who has presided over a school system to translate his experiences into helpful suggestions and leave these for his associates and for their future consideration.

### A Courageous Superintendent of Schools

THE office of school superintendent usually calls for a high standard of tact, skill, and judgment in all its contacts and dealings. In order that the school system may operate harmoniously and efficiently, the administrator must avoid the two extremes, namely an ultraconservatism on the one hand and an undue aggressiveness on the other.

The real measure of a superintendent is sometimes revealed in a troubled situation where strife and contention have entered the precincts of the board of education and has likewise affected the ranks of the professional workers of a school system. Such a situation has developed in the city of Kenosha, Wis., where two board members were removed from office by a court order.

In his annual report, Supt. G. F. Loomis concluded that he must deal with the existing deplorable situation and point the way to a remedy. A few paragraphs quoted from his report will demonstrate the fearless approach of the superintendent as follows:

The past year has been one of strain and stress for all connected with the schools of Kenosha and the effectiveness of the work has been seriously impaired.

There has been, unfortunately, what appears to be an organized effort to secure control of and to dictate the policies and plans of the schools by a group of those not charged with such responsibility, and activities have not been dictated by the one motive which should actuate all planning and all activities—the best interests of the children.

There has been, what appears to be, a definite effort to discredit all phases of administration and supervision and to minimize their importance, when there should have been cooperation for the common good.

The whole situation cannot be allowed to continue and those who are unwilling to cooperate for the putting down of the strife and conflict which are so disastrous to the schools and to work for the common good, must be separated from the school system.

Superintendent Loomis points the way to a solution in the following language:

There must be a definite loyalty to regularly constituted authority, including the board and the administration, including principals, and requests for redress or rectification of any wrongs or injustices, real or fancied, must come through the regular channels—not through the public press or destructive public expression.

There must be opportunity for participation by all through the free expression of suggestions and plans for the advancement of the common good of the schools and an opportunity for participation in the carrying

out of suggested plans that have been approved.

There must be no spying or reporting for the sake of undermining or building up of trouble or aggravating of grievances.

There will, of necessity, be differences of personal opinion and variations in outside social or group affiliations, which may have a real place in economic life outside the schools, but on whatever basis the individual members may have been chosen, when they meet as a board of education, they are the chosen representatives of all the people, their obligations are to all the people and their sole responsibility is to legislate for the best interests of the schools regardless of all other considerations.

It is not often that a school superintendent will grapple with a distressing situation involving both the board of education and the teaching staff, and speak loud and clearly in the direction of common sense and an orderly procedure in the administration of a school system.

### School-Board Policies and Public Opinion

THE clashes which break out in communities between the school authorities and a taxpaying constituency are altogether too frequent and in instances most regrettable. The citizen believes himself to be within his rights when he protests this or that action engaged in by the board of education.

It may involve a question of finance, a departure in policy of expansion, the closing of a school, the employment or dismissal of a superintendent, principal, or nonprofessional employee. The citizen differs with the school authorities as to adjustment or conclusion of the problem in hand.

The real point at issue frequently is whether the school board should yield to public opinion, or assert its own interpretation of the question as it sees it and understands it. There are those in every community who contend that the school authorities must reflect public opinion and readily respond to its demands.

An editor in a Kansas city whose candidate for superintendent was not elected by the board, in a spirit of protest cries out: "In a democratic country are the wishes of the people to be ignored?" The same editor contradicts himself in the closing paragraph of his protest as follows: "One thing that must be done this fall will be to elect two board members, with the best interests of the county at heart, who can stand on their feet and not hop the fence when the pressure gets heavy."

Here it must be remembered that a policy or project may look different to the individual citizen who has a superficial knowledge about a school affair than it does to the board member who is in possession of the inside facts.

To hold that a school-administrative body must at all times and under all circumstances obey public opinion is unsound. To begin with, who is it that represents the public as a whole? Is it a minority of citizens, an editor of a newspaper, or a public official? When a board of education is elected by the voters of the community there was also expressed in that election the confidence that the members chosen were capable of fulfilling the task entrusted to them. To protest a proposed departure or action is to question the judgment of a legally constituted body and to assume that the unofficial group is wiser and abler to adjust the same.

A well-constituted board of education that approaches every project with an open mind and with a full knowledge of all the circumstances attending the same, will not allow itself to be stampeded into an acceptance of an avowed public opinion which merely expresses the notions of the few rather than an informed opinion of the many.

### Teacher Tenure

A MORE conservative outlook on state tenure laws characterizes the latest report of the N. E. A. Committee on Teacher Tenure as presented to the association at its Denver convention. Whether the war and the consequent exodus from the profession or some of the most recent legislative happenings have influenced the committee to assume a judicial attitude and to simply describe many of the laws is not clear.

It does seem evident, however, that a more calm and balanced attitude on tenure legislation is warranted by the events of the past five years. In practically every state where strong laws favoring the teachers have prevailed, one or more publicized case has occurred which could hardly be defended by the organized profession without some reservations. So, too, the entire loss of tenure in Wisconsin could not be charged to the unfairness of the school boards but to an inflexible statute that was destructive of school efficiency.

The new laws of Ohio and Illinois which are far less stringent than those of say Pennsylvania and New Jersey, seem to suggest a way for assuring all teachers a fair opportunity and reasonable security in office. At the same time they permit the school boards reasonable freedom in getting rid of incompetent and unprogressive instructors without too much red tape and too great loss of time. The present trend toward reasonable legislation should be utilized so that the disgrace of total lack of protection of city teachers in 11 states and of rural teachers in 24 states may be wiped out.

## School Boards and School Law

Eleanor M. Harrington, Ph.D.\*

State education departments and chief state school officers have evidenced their cognizance of the need for a greater understanding of the statutes.

The state superintendent of Wisconsin, in distributing the newly revised edition of the school code, writes: "I recommend that the school code be taken to all school-board meetings, as well as to the annual school meeting so that the business of the district can be transacted in accordance with legal procedures, in so far as the same can be determined by following the provisions of the law. . . . I am not advocating that every school-board member must function as a lawyer in order to interpret the code, or indulge in hair-splitting distinctions as to the meaning of a closely written statute. But it is remarkable how much an ordinarily intelligent board can accomplish in avoiding legal complications by giving assiduous attention to the provisions of the code in transacting business for the district.<sup>1</sup>

The Commissioner of Education of Minnesota warns, "The duties of school officers are many and often difficult and laws governing our schools are of the greatest importance. . . . We trust that this compilation with the accompanying citations of opinions of the Attorney General and pertinent decisions by our Supreme Court may be found helpful and meet with approval."<sup>2</sup>

This desire to assist school officers in their tasks, to the end that legal complications may be avoided, is also manifest in the prefaces of the state school codes of Idaho and Iowa; where school officers are urged "to endeavor to acquaint themselves with the legal provisions designed to regulate the schools entrusted to their care, to the end that there may be a stable and harmonious administration of school affairs throughout the state."

Decisions of the chief state school officers of Nebraska, Iowa, and Washington are included in the respective school codes subsequent to the sections to which such interpretations apply. The statutes of North Dakota and Oklahoma provide for the periodic publication and distribution of the school laws by the superintendents with such forms, notes, instructions, and decisions as may seem to him advisable. The South Dakota revision contains explanations of some of the statutes, based on questions which have previously been asked; while that of Ohio includes notes to clarify some specific sections.

The state education department of Delaware issues a handbook for the guidance of school officers in interpreting the statutes, and the regulations of the state boards of education are included in the codes of New Hampshire and South Carolina. Chapter 4 of the Iowa code and Chapter 32 of the Rhode Island code are devoted solely to the method of construing the statutes, based on decisions rendered in the courts.

The legislature of Florida passed a bill forming a "school code committee" to make a thorough study and analysis of the problem

with a view of submitting a new school code to the legislature. Since the passage of the code recommended by the committee, several studies have been made of important aspects of the law and have been made available to the school boards and their executives in bulletin form.

The state legislature of Colorado enacted a section calling for an "interim committee" to study the problems concerning public education in the state and to report its findings and recommendations to the thirty-first general assembly on or before the tenth day of January, 1937. In North Carolina an act of the legislature created a "Commission to study the school problems of the state and suggest needed legislation to the next general assembly."

The opinions rendered by the respective attorney generals are included in the school codes of Ohio, Oklahoma, Arizona, Minnesota, Washington, and Wisconsin following the pertinent sections, and at the end of the school codes of New Mexico and Vermont. Supreme court decisions are cited following the related sections in the school codes of

Arizona, Connecticut, Kansas, Kentucky, Michigan, North Carolina, Ohio, Oklahoma, South Carolina, Minnesota, Tennessee, Texas, Virginia, and Washington.

The school-board regulations of Kansas City, Missouri, require "that the superintendent of schools shall keep himself informed of improvements and developments in the adaptation of school buildings to educational purposes."

The Rhode Island School Code has annotations of supreme court cases and, because the director of education, formerly commissioner of education, has judicial power in the state there is a statute which gives him "authority from time to time to prescribe rules, regulating the time and manner of making appeals, and to prevent appeals for trifling and frivolous causes." Finally, practically all state school codes require the chief state school officer to explain the true intent and meaning of the school laws when requested.

That there is unquestionable evidence of a recognition of the importance of legislative enactments, a determination to solve the school problem, a cognizance of the necessity for school officers to be conversant with the law, an attempt to assist school officers in the interpretation of the law, and a firm resolve to minimize litigation for the purpose of insuring stable and harmonious school administrations would seem to require no further proof.

## Emergency Janitorial Service

L. O. Thompson<sup>1</sup>

With the ever increasing war activities and the consequent responsibilities added to the work of the school administrator, it is probably a good time to restudy the work and the responsibilities of the janitor-custodian and to readjust both his labor burden and responsibilities.

Emergency training classes of all kinds, ranging from vocational classes to civilian defense training groups, naturally head up in the school. This means that someone must be in charge of the building at all times. The janitor-custodian will be the one to be entrusted with this responsibility. If there are several men on the janitorial staff of a school, someone should be appointed as head man and held responsible for this supervision.

In smaller communities especially, the school boards are inclined to overlook the added hours of labor per week, the increased work in operating heating plants, and the heavier job of cleaning due to the added hours during which the school buildings are used for adult classes, rationing of commodities, civilian morale, and bond sales meetings.

It seems to be common sense to maintain a sufficient staff in every school building to fully maintain both plant and equipment in good condition and in full repair. Especially does this seem necessary when it is difficult to get materials and parts for replacements and repairs. It is certainly poor economy to cut operating and maintenance staffs, especially when the emergency demands are increasing. Many younger men will be called to the armed forces, and perhaps some will find an opportunity of greater service in the munition plants, in the shipyards, or in other

defense factories. However, there are always many older men who, when properly trained, will be able to carry on satisfactorily.

Adjustments in wages and a general betterment of all working conditions are wise policies for the school boards to adopt. If the men are paid a living wage, it is possible to make demands on them to do a good job.

It is most essential that the janitorial group should be trained. It is most unfair to hire persons who have never had any experience and expect them to take over and maintain a complicated school building properly. In every state there are, or will be, group sessions where this training can be secured. The school board should pay the expenses of this training and pay the salaries to the men while they are at school. In case immediate training is necessary, it is possible to secure home study courses which will supply the need at once.

Put the janitor-engineer on a fair basis as any teacher or department head. Pay him so that he will give his best. See that he has the proper training, and then expect him to do a good job. There is nothing more important in our communities than that we maintain our school buildings to the highest possible efficiency and thus be able to render a national service.

\* NED H. DEARBORN, formerly of the division of general education of New York University, has been appointed executive vice-president and managing director of the National Safety Council. In his new position, Dr. Dearborn will direct the expanded wartime program now being conducted by the National Safety Council. The program is aimed at stopping accidents and conserving man power.

\* J. O. PETERSON has been re-elected president of the school board at Albert Lea, Miss.

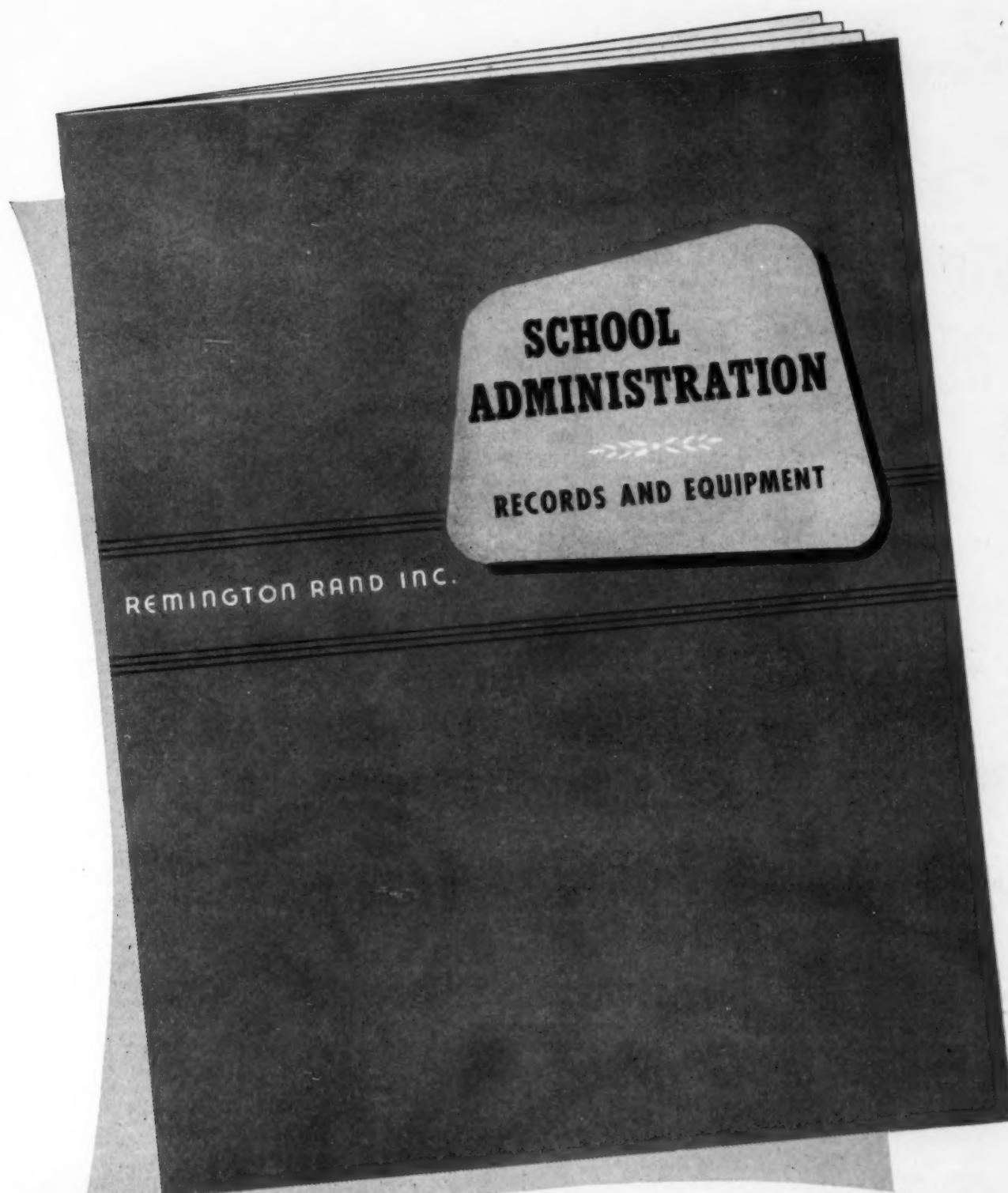
\* Brooklyn, N. Y.

<sup>1</sup>Foreword to the Wisconsin State School Law, 1936.

<sup>2</sup>Foreword to the Laws of Minnesota, 1931.

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### PRE-FLIGHT AERONAUTICS FOR THE HIGH SCHOOL

(Concluded from page 22)

#### III

The challenge of the Air Age must be met by our educational system. Even now, many of us do not fully sense the deep and permanent significance of that challenge. It will endure through the years to come, whether those years are filled with wars or with the bloodless conflicts of peacetime. The destiny of our country depends largely upon our adequacy in the air in war and in peace. Our schools should lay the foundations for such adequacy to the full extent of their resources.

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### EDUCATIONAL COUNSELING IN WARTIME

(Concluded from page 20)

will become at the moment of vocational choice and what the industrial trends at the time will be. Unfortunately guidance becomes a kind of educational and social vocational Calvinism in the extraordinary fluid areas of human talent and capacity.

The National Resources Planning Board says truly enough:

In a diagrammatically simple and ideal free society, each individual would be performing only those tasks for which he was most completely suited. It is obvious that for many practical reasons this Utopian state of affairs has never been and probably never can be approximated, let alone fully achieved. As a goal, however, the ideal of fully adequate vocational adjustment for all citizens is a very worthy one.

Yet as the planning board goes on to say, these conditions must be more closely approximated "if our industrial and technical civilization is to be efficiently organized, and if human suffering and talent wastage is to be avoided."

#### Educational Counseling and Winning the Peace

Guidance and counseling must be prepared for its great responsibility in winning the peace. It must be informed, but its information must be sifted, it must be imaginative in its appreciation and understanding of social trends and social conditions, it must be humble in the presence of potential human capacity looking for its

place in a rapidly evolving social whirl. Service with these young men may be the best preparation for intelligent guidance and counseling.

#### Education Must Accept Burden of War

Unfortunately a feeling was growing that the educational institutions were becoming in a slight degree a refuge for those who thought themselves more important at home than with the fighting forces. On the sound theory that *education must go on*, numbers of individuals were being protected while others were meeting fully the military obligations of citizenship. It would be tragic if education was not in the forefront in its service in this fight for human freedom. It would be tragic if either in the student body or in the faculties, men did not gladly accept the burdens of this war. Some men will meet that re-

sponsibility best by sticking to the unspectacular posts of their present service. It is their duty to stay there. Counselors are needed in the armed forces. The test whether counselors and other educators belong at their present post is solely the relationship of what they are doing specifically to the war effort, whether they are irreplaceable and whether the educational services in their community would go on without serious interruption if they went into the Army. As for you, gentle reader, if you are single, very likely you will land in the armed forces. If you are married and have children, you will be deferred until the pressure for men is very much greater than it is now. But every American must find the place where he can render the maximum service so that this scourge of war, as Lincoln called it, shall come to a speedy end.

## A Plea for Serious Discipline

V. H. Culp<sup>1</sup>

Tradition has it that Nero, the ancient exponent of modern dictatorship, played the violin while his city was being destroyed by fire. Today while the whole educational program is threatened, the school authorities do not play a fiddle, but doze contentedly. Has not the modern education won numerous laurels, and is it not the pride of the nation? This reputation of success has lulled many school officials into a careless lethargy.

The charge is often made, more or less carelessly, that the present generation lacks discipline. And it must be admitted that there is considerable truth in the accusation. It may be unpopular to discuss this situation—if a slight change in attitude and policy may be effected, the criticism will be well worth while, especially for this wartime.

It is only just to say that the young people of today are not to blame for any lack of stamina which may be observed. Parents, school officials, the general public, and our educational philosophy are the responsible causes.

Much of the content of elementary and high school courses has been sugar coated to the extent that the students think the whole school program is taffy candy. The program of extracurricular activities and commercial recreation take so much time that there are only a few minutes left for study, self-analysis, and evaluation of character traits. The work of the world has been so obscured that life appears to be just a continuation of "on with the dance." The young folks fail to get the idea that in youth time is important and that success demands that the individual pay the price.

The accepted public policy of the United States is that every boy and girl shall attend high school. There are some essential considerations that need to be impressed upon the students and their parents so that the youngsters will avail themselves of present-day opportunities. During depression days when the outside world seemed to be a bottleneck to all worth-while opportunity and the WPA was just around the corner, it was

considered imperative that all adolescents should be kept in school.

Many of the students rebelled against the academic school program, were not interested in the curricular offerings, and had little aptitude for the courses they pursued. In more than one high school, standards, as a result, tumbled to new lows. Varied extracurricular offerings helped to keep thousands of students in school who otherwise would have left in disgust. Had there been a varied vocational program those young people would now be ready to take a more active part in the work of a nation at war.

School boards and administrators have been responsible for the policies of the schools, but they were not willing a decade ago, and are not now willing, to specify some necessary conditions for improvement of the high school:

1. Do the young folk want to go to school? There is no sense in forcing individuals to go to school at the high school level when they cannot be interested in the offerings. This group is just so much scholastic dead weight that is multiplying the cost of public education and is not benefiting the nation or the individuals.

2. Are the students willing to study and avail themselves of the opportunities provided by a generous public? If those attending school will not study, why should they be permitted to occupy space in the educational program? If they will not work, they will not be prepared for advanced offerings and will have wrong standards of life.

3. Are the young folk willing to adjust themselves to reasonable behavior patterns? In too many schools there is little or no discipline. The young men and women disrupt the school program, refuse to pay attention, and rebel against the rules and regulations of the school. In such a school the teacher is forced to be a policeman, instead of a friend and counselor. Some teachers, as a result, have left the profession in disgust, and other teachers are looking for different lines of work. If the students are not willing to be courteous and observe classroom and school decorum, they should be placed in different surroundings. "The powers that be" usually blame the teachers for their own shortcomings and lack of nerve to face their own responsibilities.

Surely, students should be shown the folly of their ways and told of the advantages of attending high school. These advantages should be convincingly explained.

(Concluded on page 56)

<sup>1</sup>Director of Rural Education, Northern State Teachers College, Aberdeen, S. Dak.



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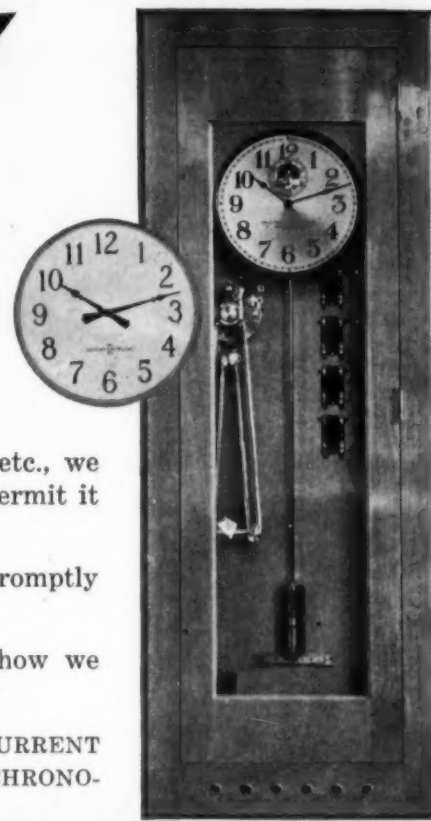


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BRANCH OFFICES IN PRINCIPAL CITIES

(Concluded from page 54)

It is imperative, now, for school boards and administrators to resume leadership and control, and not make the instructors spend their energies in corralling groups of "roughnecks." Administrators too seldom are willing to discuss matters of discipline with teachers, parents, and school-board members. Students are sometimes threatened to the effect that unless there is decided improvement they will be denied continued school membership, but they are not frightened, for they know that they are quite secure. Following World War I, the schools were turned over to the pupils with the resultant lack of discipline and bedlam. It is time that the authorities again take over and introduce discipline and order. School should not be like a prison; school should be a cheerful and happy place. There should be considerable freedom and pupil management in student affairs, but the school program should be strictly defined and rules of school etiquette enforced. The school authorities should not be dictators in the social life of the school. On the contrary, pupils should be introduced to the democratic way of life. In the end, students must be led to realize that some spheres do not belong to them and that there must be discipline.

When graduates face the outside world they too often come into a clash with authority, with order, and even with the law, because they have long disregarded order and law. They have been able to bully teachers, to give other students warped standards of behavior, and to laugh at administrators. The psychology of the whole educational world should be changed at once. High school is an opportunity for self-government; it is the key to life and to many lines of work, and unless it results in sterling character, the investment is a misappropriation. The fact that there are more arrests and convictions at the 19-year level than any other age is evidence that the criticism of youth and discipline cannot

be brushed aside with the statement that it is purely accidental.

All schools and their representatives are not equally guilty. Many, very many, small and large schools are doing excellent work in training the Americans of tomorrow in a somewhat narrow program. But, even in the best schools, there is considerable room for improvement. For these war years the schools must clear the record, reduce the overload of rebellious loafers, introduce important reforms, and initiate discipline. Otherwise, the future of the high school will be seriously jeopardized. This is a patriotic duty that needs immediate attention. Let the sleepers awake now, and act.

### School Law

#### Schools and School Districts

The Oklahoma legislature may create, alter, or abolish a school district at will, without consulting the inhabitants thereof, and may deny them the right of appeal to the courts.—*School Dist. No. 37, Washita County v. Latimer*, 126 Pacific reporter 2d 280, Okla.

#### School-District Government

Where an appeal is taken from a decision of the state superintendent of public instruction of Texas, involving a matter relating to the internal affairs and management of public schools of the state, the decision of the state board of education thereon becomes final and cannot be interfered with by the courts unless such a board acts arbitrarily or is actuated by fraud or abuses its discretion. Tex. revised statutes of 1925, art. 2656.—*Blair v. Board of Trustees*, Trinity Independent School Dist., 161 Southwestern reporter 2d 1030, Tex. Civ. App.

The findings of the state board of education of Texas on matters committed to its jurisdiction,

when not arbitrary or capricious, are "prima facie true" and are as binding on the courts as is the verdict of a jury, and the court will not put itself in the position of the board and try the question anew for the purpose of testing the expediency or wisdom of the board's decision nor for the purpose of determining whether under similar testimony the court would have made a similar or different ruling. Texas revised statutes of 1925, 2656.—*Blair v. Board of Trustees*, Trinity Independent School Dist., 161 Southwestern reporter 2d 1030, Tex. Civ. App.

The state board of education of Texas is an "administrative body," and hence, even when acting in a quasi-judicial capacity, it is not limited by the strict rules as to the admissibility of the evidence which are applicable to court proceedings. Texas revised statutes of 1925, art. 2656.—*Blair v. Board of Trustees*, Trinity Independent School Dist., 161 Southwestern reporter 2d 1030, Tex. Civ. App.

The board of education of New York City is an administrative body and is performing an "administrative act" when it imposes discipline upon an employee.—*Sullivan v. Board of Education of City of New York*, 34 N.Y.S. 2d 900, 264 App. Div. 207.

In an action against a board of education and the manager of the school cafeteria for damages when a 12-year-old student who worked for her luncheons fell from a stool on which she was standing to put glasses on the shelf, a judgment for the plaintiffs was reversed and the complaint was dismissed on the ground that the labor law did not apply, and that there was no defect in the equipment, and that no common law negligence was shown.—*Warney v. Board of Education of School Dist. No. 5 of Town of Irondequoit*, 34 N.Y.S. 2d 787, N. Y. App. Div.

Under the California statutes authorizing the school boards to grant the use of school buildings or grounds for public literary, scientific, recrea-

(Concluded on page 58)



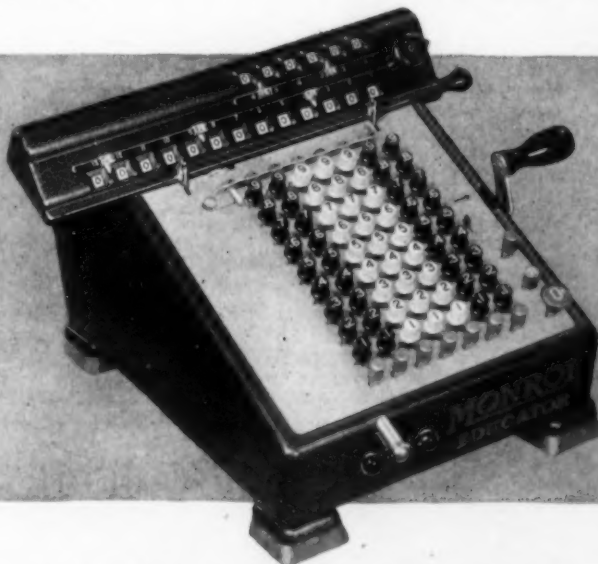
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(Concluded from page 56)

tional or educational meetings, or for the discussion of matters of general or public interest, some discretionary but not arbitrary power is reposed in such a board, and the right of use is permissive. Calif. school code, §§ 6.740-6.742. — *Goodman v. Board of Education of San Francisco Unified School Dist.*, 120 Pacific reporter 2d 665, Calif. App.

#### School-District Property

A director of an Arkansas school district is disabled from making a binding contract with the school district, not because the thing contracted for is itself illegal or tainted with moral turpitude, but because the director's personal relation to the district as its agent requires that he should have no self-interest antagonistic to that of the district. — *Quattlebaum v. Busbee*, 162 Southwestern reporter 2d 44, Ark.

Where a school district in Oklahoma purchased realty pursuant to a contract under which a member of the board of education allegedly received a bribe from a vendor, the school district, on discovery of the alleged fraud, even though an action for penalty was barred, could rescind the contract, tender a return of the realty, and sue for the purchase price, or affirm the contract, keep the realty, and sue for damages, the measure of which was the difference between the value of the realty and the purchase price at the time of the sale, but in no event less than the amount of the bribe. 70 O.S. 1941, § 131 et seq. — *Cummings v. Board of Education of Oklahoma City*, 125 Pacific reporter 2d 989, Okla.

Where a seller of asphalt surfacing material warranted that each ton would cover a certain area when spread to the thickness of one inch, and agreed to supervise the laying of material, but the base prepared by the purchasing school district was not built to take one inch asphalt so that more material was used to complete the job satisfactorily than was called for in the specifications, the seller was entitled to recover for

materials used in excess of the amount called for in the specifications. — *Mitchell & DeJersey v. Lincoln Parish School Board*, 8 Southern reporter 2d 118, La. App.

#### School-District Claims

In an action in Georgia against a school-bus driver, for the death of a fourteen-year-old school girl who was struck by an automobile after alighting from the bus, a petition alleging that the driver stopped the bus across from the girl's home, that he permitted her to emerge from the door onto a shoulder of the highway at a time when an automobile was approaching at a high rate of speed, that the girl walked around the rear end of the bus and proceeded across the highway to her home, and that she was then struck by the automobile, was insufficient to charge the driver with negligence, but showed rather that the girl's death was the result of her own carelessness. — *Jordan v. Wiggins*, 18 Southeastern reporter 2d 512, Ga. App.

#### School-District Taxation

Where the bylaws of a mutual fire-insurance company provided that each corporation having a policy in the company should be a member thereof during the life of the policy, and that each policyholder should be entitled to one vote, a Texas school district was prohibited from taking a policy in the company by the constitutional provision that the legislature shall have no power to authorize any political corporation or subdivision of the state, to become a stockholder in a corporation, association, or company. Vernon's annotated statute of Tex. Const. art. 3, § 52; Vernon's annotated civ. statutes, art. 4860a—1 et seq. — *Lewis v. Independent School Dist. of City of Austin*, 161 Southwestern reporter 2d 450, reversing 147 Southwestern reporter 2d 298, Tex.

#### Teachers

The severance of employment of a school teacher because she had reached the age of 65 years, after she had served over three years con-

tinuously in the school district, thereby attaining the status of a permanent teacher, must be regarded as "retirement" on account of physical disability within the statutory retirement provisions. Calif. school code, § 5.500, as amended, and §§ 5.505, 5.506, as added by the Calif. statutes of 1935, pp. 1880-1882. — *Riggs v. District Retirement Board of Los Angeles City Schools*, 125 Pacific reporter 2d 861, Calif. App.

Where a mentally incompetent teacher's brother signed and filed an application for her retirement on account of disability, and the retirement board approved the application and directed retirement, the teacher was legally retired and after the teacher's death, the brother, as the teacher's administrator, was not entitled to recover the teacher's accumulated contributions to the retirement fund as a death benefit payable upon death before retirement. New York Education Law, § 1109a. — *Hunn v. New York State Teachers' Retirement System*, 35 N.Y.S. 2d 49, 264 App. Div. 188, reversing 28 N.Y.S. 2d 356, 176 Misc. 643.

#### Pupils

Under an Ohio statute, authorizing a board of education to provide facilities in schools under its control for the preparation and serving of lunches to pupils, teachers, and to other employees therein, and providing that such lunch-rooms shall not be operated for profit, a board of education has no authority to provide lunches without cost, either for pupils who are found to be susceptible of tuberculosis and who are required to attend outdoor schools, or for pupils whose parents, upon investigation, are found to be unable to pay for the lunches. Ohio Gen. code, § 4762-1. — *Board of Education of City School Dist. of Cleveland v. Ferguson*, 39 Northeastern reporter 2d 196, Ohio App.

● ELMER T. LUNDSTROM elected president of the school board at Manistique, Mich.

● DR. J. G. BROWNIDGE has been re-elected president of the school board at Stanton, Mich.

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## School Administration News

### NEW ACTIVITIES FOR THE SCHOOL YEAR 1942-43

The city schools of San Luis Obispo, Calif., closed the year 1941-42 with an increased average daily attendance over the preceding year, and this in the face of the fact that more than 100 Japanese and other aliens had been evacuated during the period from February to June. The increase has been attributed to the presence of 20,000 soldiers and more than 1000 officers with their families living in the vicinity of the San Luis Obispo Camp.

Upon recommendation of Superintendent Charles E. Teach, a number of improvements are planned for the next year. An aeronautics course will be offered in the high school and an attempt will be made to make the schools "air-minded." More emphasis will be placed on English, mathematics, and health subjects throughout the grades.

While there has been an increase in enrollments, the building situation is satisfactory and there appear to be sufficient housing facilities to supply present needs. Three new classrooms have been added to the junior high school. It is expected that a new building program will be prepared and initiated after the present war emergency has passed.

During the summer vacation period the Adult High School was open and in daily operation to accommodate soldiers who desire to pursue special courses in typewriting, welding, physical education, and similar subjects.

The board of education, in order to meet rising living costs, has given double increments to certificated employees of the schools, and substantial increases to all uncertificated employees.

The board closed the financial year with sub-

stantial balances in all its funds. The taxes have been paid and there is only a small amount of delinquency in tax payments. The finances of the schools for the next year are in good condition. The assessed valuation of the school district will be larger next year and the tax rate will be somewhat smaller.

A number of changes have occurred in the teaching staff, due to the draft and voluntary enlistments of male teachers. The teaching staff has been reduced in size by three teachers. A decrease in junior college enrollments was given as the reason for the loss in teachers. Up to the present time there has been no shortage of teachers but there has been some difficulty in obtaining men teachers.

### PROGRESS IN SAN MATEO, CALIFORNIA

The city elementary schools of San Mateo, Calif., have had an increase in the average daily attendance of better than 6 per cent during the school year 1941-42. Upon recommendation of Supt. A. H. Horrall, two teachers were added during the year, and three more instructors are being employed for the school year 1942-43.

All teachers' salaries have been increased \$5 per month, beginning with March 1. This is in addition to the automatic increases which have been provided in the regular salary schedule.

The school board is convinced of the soundness of the pay-as-you-go plan of financing building operations. The sum of \$57,000 was included in the budget for a building fund last year, and a similar amount has been placed in the budget for 1942-43. After paying for a two-room addition to one of the school buildings, there will be \$100,000 left in the building fund at the end of the current school year. The money will be used for needed new buildings as soon as the building restrictions are removed by the government. It is planned to include only a small amount in the budget for capital outlay this year, in order to keep the budget within bounds. A slightly higher sum than usual will

be expended for maintenance purposes, including painting and repairs to old buildings.

Finances will be adequate for the new school year 1942-43. Although the total budget is slightly higher than for 1941-42, due to new teachers and increases in salaries, more funds will be available from state funds, from an increase in the assessed valuation, and from a slightly higher carry-over of the balance from last year.

### DEFENSE TRAINING CLASSES AT SOUTH PASADENA, CALIFORNIA

The evening school at South Pasadena, Calif., will continue to cooperate in the training of citizens' defense training classes. At the request of the Citizens' Defense Councils in South Pasadena and San Marino, the school department has assumed the work of training adults to conform to the regulations of the O.C.D. Classes are being conducted in the machine shop for defense workers 12 hours each day and six days a week.

In addition to these, classes are being maintained in Red Cross and first-aid work. All of these are being continued during the summer.

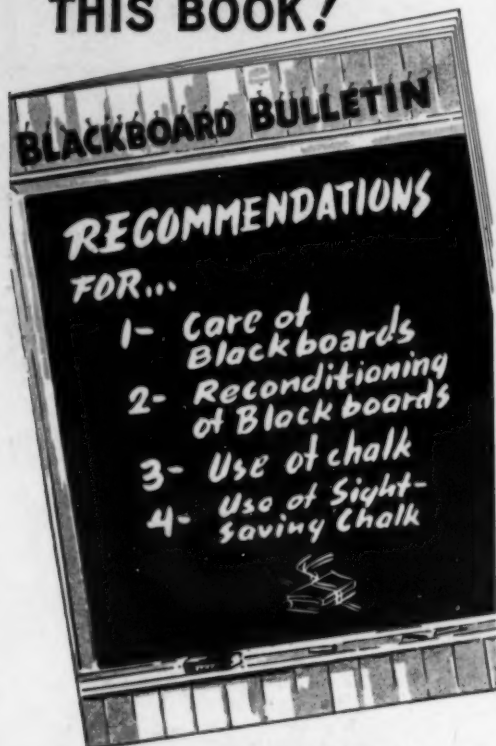
During the past year and also during the summer months, classes are conducted four nights each week in "aviation." This is a preparatory program for training cadets in the Army Air Corps. The work consists of study in mathematics, geography, and physics as they relate to aviation.

With the opening of the new school year in September, the periods in the senior high school will be revised to provide additional time for the development of skills, drills, and appreciation. This work is in addition to the traditional preparatory subject material.

### COMMERCIAL STUDENTS LEARN BY EXPERIENCE

In Marengo, Ill., during the school year 1941-42, students in the commercial department of the high school were given an opportunity to

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apply the principles of class training to practical work. Student typists helped in sugar rationing registration, in the Tuberculosis Seal drive, in income-tax collection, and in preparing pledge blanks for various business firms in town in the War Savings Stamp and Bond pledge campaign. Other work was done for the community building, telephone company, the American Legion, and the Red Cross. In some instances, the work was done outside of school and the advanced students were paid for their work. When the work is done in school a small charge is made for supplies used.

Within the school, a complete secretarial service is offered all instructors. Any high school instructor desiring work done, gives it to the commercial department so that plans can be made for using it as classwork.

No student is allowed to work for anyone, either in school or outside, without permission and complete supervision by the department. All tickets and programs for events at the high school are made out in the commercial department. All mimeographing and duplicating is handled by advanced students under the direction of the head of the department. The department has offered its cooperation to the government for the duration of the war in supplying any services in Red Cross or any other division of the government as needed.

#### NATIONAL DEFENSE ACTIVITIES AT ROCK ISLAND, ILLINOIS

The board of education at Rock Island, Ill., is continuing to sponsor a program started two years ago, in conducting defense training classes. These classes have been expanded and extended in scope so that now three types of training are being offered. They include (1) a 40-hour week pre-employment machine-shop course, (2) a 15-hour week pre-employment shop course, and (3) a 6-hour week supplementary course. The first type of training is for those unemployed or on WPA, the second is for men interested in changing their trade or occupation, or men whose work is being curtailed due to the war effort, and the third type is for men interested in supplementing their present occupation. It is limited to men employed in war industries whose work can be supplemented.

Training courses other than machine shop are also being offered, but only on a supplementary basis, that is, open to men in war industries. These include blueprint reading, shop mathematics, supervision and foremanship training, industrial metallurgy, business training, home economics, and personal living.

During the winter the Federal Government, in conjunction with the State Board of Vocational Education, offered approximately \$70,000 worth of used equipment for the establishment of an area trade school. The board promptly responded by agreeing to furnish the necessary space for the equipment. The new shop, located under the gymnasium at the senior high school, is an ideal training shop, capable of operating 24 hours a day for the benefit of the war industries. The shop will eventually triple the existing shop facilities.

In addition to these classes, the board is co-operating with the University of Iowa in providing space at the Central Junior High School and the Senior High School for training on the college level. The enrollment in these courses has already reached 350 persons.

#### NEW ACTIVITIES AT MODESTO, CALIFORNIA

During the past two-and-one-half-year period, the city schools of Modesto, Calif., through the Evening Junior College, have trained and placed in defense industries more than 2500 individuals. During the past six months this department has received and trained over 500 mechanics for service to airplanes at the Stockton, Merced, Fresno, Bakersfield, and March air fields. The Modesto Junior College is one of the three schools in the state which is offering this highly technical training for service to army planes.

The Evening Junior College has enrolled 7450 adults. It is offering a wide and varied program

of cultural subjects, including handicraft skills, vocational training, academic training, and physical-fitness programs. The college has adjusted its program for the next year to meet the needs of the Navy V-1, 5 and 7 army air cadet plan programs. The college is cooperating fully with the military authorities in terms of their present crisis and needs.

The Evening Junior College is prepared to offer next year a special service in the form of convalescent and vocational rehabilitation programs for the benefit of men confined to the military hospital located in the vicinity. The college will train a staff for employment in the hospital.

#### COURSE IN RELIGIOUS EDUCATION

The schools of Boston will provide, beginning with October 1, a plan by which pupils may be granted an hour each week to attend a course in religious education in some church or synagogue selected by their parents. The law, passed last year by the Massachusetts state legislature, is not mandatory but makes religious instruction permissible wherever the authorities may adopt it.

The superintendent will send a letter to the parents of each child explaining the purpose of the plan after its adoption and will authorize the release of a pupil for religious instruction only upon written request of the parent. In addition the superintendent will receive weekly reports from the religious school of each pupil attending.

#### PROTECTING SCHOOL CHILDREN AND PROPERTY AGAINST AIR RAIDS

The public schools at Kalamazoo, Mich., have perfected a program for the complete protection of school children and property against air-raid attacks. Approximately 95 per cent of the teachers and administrators have completed the Red Cross standard first-aid course. This course has also been completed by 390 boys of the Central High School and by many pupils in the Vine School. Emergency first-aid equipment has been purchased and installed in all of the school buildings so that the schools may be better able to meet major accidents and catastrophies.

Student defense committees have been organized in most of the schools. Air-raid drills have been arranged and are being conducted frequently. Six first-aid stations have been established with supplies and a squad of six trained pupils and a teacher at each station. A motion-picture program has been conducted showing the work of the London police and firemen during an air raid and the method of extinguishing incendiary bombs.

Glass doors and transoms along the corridors in several schools have been replaced with plywood and wallboard or other safety material.

#### MEETING DEMANDS OF NEW SCHOOL YEAR

The board of education of the city of Macon and of Bibb County, in Georgia, has completed plans for meeting the overcrowded conditions in the school buildings due to army camps and defense projects. It is planned to build at least one additional grammar school in the near future.

In the Macon and the county high schools, new courses in aeronautics have been added. Steps have been taken to give added emphasis to machine-shop training in the boys' high school in an effort to prepare these young men for work in defense plants. The shop department of the school is now operating 24 hours a day, offering training for adults desiring to enter the shipyards and the air depots.

The physical-education program will be retained in its present form because it is an extensive program which covers in every respect the actual needs in this field.

During the school year 1941-42 the entire teaching and janitorial staffs received substantial increases in salary to meet the local situation. Supt. Mark A. Smith states that the finances of the schools are fully adequate for the operation of the schools during the full school term of 1942-43.



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### ALL-OUT WAR CONVENTION FOR SCHOOL-BUSINESS OFFICIALS

(Concluded from page 28)

#### Sectional Meetings

1. *Finance and Accounting*, under the chairmanship of Mr. J. C. Gibson, Fort Smith, Ark. "Problems of Reimbursement on Defense Training Program," by Arthur A. Knoll, Long Beach, Calif.; "Planning and Conducting Campaigns for Bond Issues and Tax Levies," by G. A. Gessel, Cleveland, Ohio; "Report of Research Committee on School Accounting Practice," by Ira G. Flocken, Pittsburgh, Pa.

2. *Operating Problems Concerning Personnel, Materials, and Methods*, under the chairmanship of Mr. Walter C. Hawkins, Freeport, N. Y.

"Salary Schedules of Cost-of-Living Adjustment Plans," by Dr. H. H. Linn, Columbia University, New York City; "The Use of Women to Replace Men Taken Into Military or Defense

Services," by Rufus A. Putnam, Evansville, Ind.; "Economy Through Better Methods and Materials," by George H. Bush, Purdue University, Lafayette, Ind.

#### Evening Round Tables

*Round Table on Finance and Accounting*, under the chairmanship of Mr. A. P. Walter, Miami, Fla., and another on *Building Operation*, under the chairmanship of Mr. Charles Ethington, Enid, Okla.

#### The Wednesday Sessions

On Wednesday morning there will be a sectional meeting on *Maintenance*, under the chairmanship of Mr. Walter McLain, Ottumwa, Iowa. The following addresses will be made:

"General Maintenance Policies During War-time," by Lt. Col. Francis R. Scherer, Rochester, N. Y.; "Chemistry of Paint and Effect of Critical Materials," by Dr. J. F. Long, Louisville, Ky.; and "Roofing Repair Methods and Materials," by W. A. Melton, Tulsa, Okla.

Another meeting on *Purchasing*, under the chairmanship of Mr. James F. Williams, Philadelphia, Pa., with the following addresses:

"Standards and Specifications," by Capt. Robert A. Martino, Washington, D. C.; "Annual and Seasonal Purchasing Schedules," by H. Spillman Burns, Baltimore, Md.; and "After Purchasing, What?" by R. D. Moore, Cleveland, Ohio.

At the general session on Wednesday afternoon there will be two addresses:

"Educational Leadership in the Emergency," by Charles H. Lake, Cleveland, Ohio.

"The Long-Range Effects of the Emergency Adjustments," by John W. Lewis, Baltimore, Md.

### SEATTLE ISSUES VALUABLE CUSTODIAN'S MANUAL

Standardized methods, equipment and materials based on the best practices proven by trial, result directly in efficient and effective work no matter what the activity. This is particularly true in the operation and maintenance of school plants which now involve a great variety of skilled operations.

J. L. Stocks, supervisor of operations in the Seattle (Wash.) school system, realizing this fact went to work with a committee of school custodians to produce a standardization of the diversified regulations, duties, and methods of operation and maintenance being followed by different individuals. The result of this committee's labors was the publication of a "Custodian's Manual," which is now the standard guide for the Seattle school system.

It is as complete a statement of housekeeping and stationary engineering as has been compiled anywhere. Profusely illustrated, the 84-page book, planographically reproduced, is divided into four sections: general regulations, plant operation, methods of janitorial work, care of equipment, and summer vacation work.

Homer M. Davis, assistant superintendent in charge of business, in the foreword to the book states, "application of the suggestions set forth in this manual will result in higher standards of service to the children of this community by providing safer, more sanitary, more healthful, and more pleasant school surroundings; and in substantial savings to the school district in the cost of operation and maintenance of the school plants."

Worth McClure, superintendent of Seattle schools, encouraged the project. Members of the committee besides Chairman Stocks were 13 experienced custodians and engineers in Seattle elementary and high schools.

### ENGAGES FULLY IN WAR WORK

The United States Office of Education for the duration has turned all of its attention to aiding the nation's war effort. Under the supervision of U. S. Commissioner John W. Studebaker, almost the entire staff of the department has been shifted to wartime duties.

Among the important projects in which the Office is engaged are the rationing program, studying problems involved in the evacuation of school children, accelerating the training of doctors, dentists, and pharmacists, and other phases of the program. The office has prepared a folder which outlines briefly 22 of the major wartime educational services.

These services range from training skilled workers for war industries to organizing classes in home nursing and consumer education. It has organized a school and college morale service and is promoting inter-American education. Since July 1, 1941, the office has certified \$70,000,000 for emergency school buildings and operation costs for war industry centers. It is promoting aviation education, is sponsoring victory gardens, and is emphasizing the importance of nutrition education in the schools.

Looking ahead to the close of the war, the office has undertaken an analysis of problems that will be basic for effective planning on the part of the public school systems to meet the needs for adjustment during the present and postemergency periods.



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**3. RESILIENCE**—Quiet, "foot-easy" Nairn floors are sound absorbing, sound deadening . . . "come back" with a minimum of marring after indentation.

**4. CLEANLINESS AND EASY MAINTENANCE**—One-piece construction leaves no dirt-catching

cracks and joints . . . reduces maintenance time and cost to a minimum. Positive germicidal properties. No splinters! No "dusting"!

Valuable facts to keep in mind when you buy floor-covering—especially in these times. Why take less than full value—a floor that lacks *any* of the four musts of the modern floor? *Nairn linoleum has "all four"*—gives you 100% value.

**AND WHEN IT COMES TO WALLS**, it's likewise valuable to know why the swing is to Nairn wall linoleum. It lasts as long as the building, and will never fade, stain or dent. Wide range of patterns and colors! Nairn floor and wall linoleum have full guarantee when installed according to specifications.

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**FREE — 200 PAGE BOOK** of installation aids and specifications—for school purchasing agents. Write on your letterhead to Congoleum-Nairn Inc., Kearny, N. J.

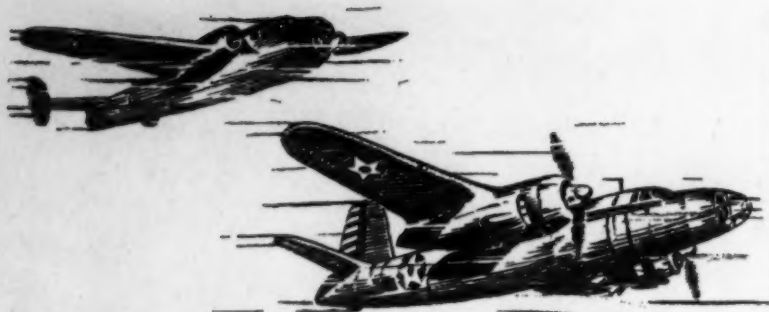


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It is our desire to see all existing Holmes equipment kept operating at full efficiency, and we will endeavor to fill any requests for parts as promptly as possible.

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## Teachers and Administration

♦ Augusta, Ga. Under a new rule of the school board, no teacher may hold a full-time job outside of the school. Part-time jobs may be held with the approval of the principal and the superintendent of schools. Another rule requires that teachers participate in extracurricular activities.

♦ Lewiston, Idaho. New courses in agriculture and aeronautics have been introduced in the high school. The industrial-arts course will be continued as formerly. The course in physical education is a required subject for students in the sophomore classes.

♦ The Jefferson Parish school board at Gretna, La., has voted to grant an indefinite leave of absence to any woman in the school system who desires to join the WAAC.

♦ A nationwide teacher-training program, intended to meet the serious shortage of instructors in the fields of physics and mathematics, was begun during the summer months and was sponsored by the U. S. Office of Education.

More than 30 colleges offered free instruction to high school and college teachers who wanted to get into the physics and mathematics fields. In effect, the teacher training was of the refresher or supplementary nature, and was designed to meet the needs of persons who are now teaching or who have some background in these vitally needed courses.

Under the direction of Dr. John W. Studebaker, Commissioner of Education, the Office of Education sponsored courses in engineering, science, and management of defense training programs designed to train men and women for war work. As part of the program it was suggested that the colleges and universities introduce refresher courses in physics and mathematics. As a result, during the summer, several thousand men and women enrolled in courses to prepare themselves for physics and mathematics teachers. Many of the instructors had been teaching in such fields as Latin, history, French, or economics. Such teachers could easily take over a class of boys in physics and mathematics.

In most cases, the training period covered from six to eight weeks. Specialists on the college staff served as the instructors. In some cases off-campus courses were established. It is hoped that many teachers now in fields more or less oversupplied, will be able to make use of their talents in the important branches of mathematics or physics.

♦ La Crosse, Wis. Under a new rule of the school board, any male teacher who has been granted leave of absence for military service, will be entitled to the advanced place on the salary schedule which he would have attained had he remained in the school system. Such a teacher must present himself for employment within 40 days after his honorable discharge from the service.

A new rule of the board provides that any superintendent, principal, supervisor, or teacher who reaches the age of 65 on or before the opening day of school in September of any school year, shall be retired on that date. The rule becomes effective in September, 1943.

Any woman teacher or any woman in the employ of the school board, who is married to a man in the military service, will be eligible for regular appointment in the schools for the duration of the war.

♦ Modesto, Calif. The board of education has voted to award an extra increment to each teacher to meet higher living costs.

♦ New York, N. Y. During the summer vacation period, the board of education sponsored a summer college of aeronautics for teachers. The course was intended to prepare teachers for conducting aviation classes for high school students

How much  
unnecessary noise  
in your school?

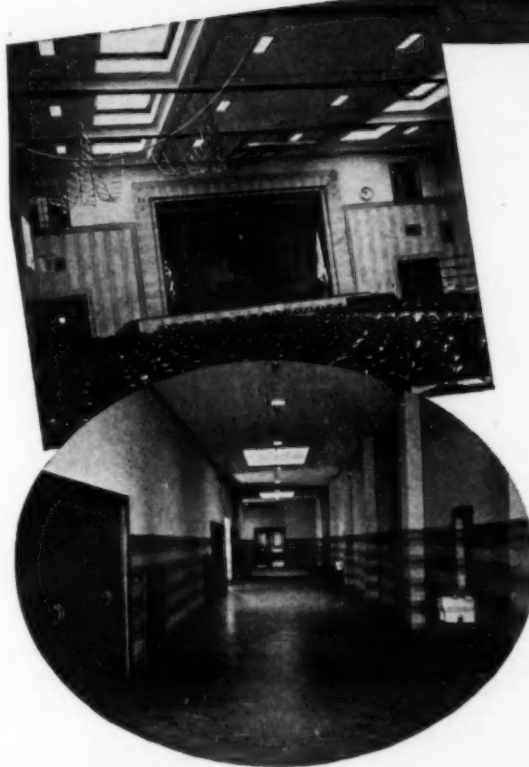


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Unnecessary noise in any school-room means that students cannot concentrate properly . . . that they may miss much of what the instructor is saying. It means, too, that teachers find many of their best efforts wasted.

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PIONEERS IN SOUND CONTROL



to be organized in the fall. A nucleus of 400 teachers, it is reported, was trained in these classes.

The course, open only to high school teachers of mathematics and science, was directed by Dr. Ralph E. Horton. Instruction was offered in six highly specialized fields, including aerodynamics, aircraft engines, meteorology, radio technology, radio code, piloting, and navigation.

Teachers were permitted to select two of the six courses for specialization, devoting the remainder of the four-period day to a free period and to a lecture period conducted in the auditorium for the entire group of students. In addition to five women pilots, the course was conducted by a number of men teachers engaged in teaching in the aviation trades, the automotive trades, and other fields.

♦ Quincy, Mass. Under a new ruling of the school board, teachers taking jobs in war industries for the duration must relinquish their teaching positions.

### THE KALAMAZOO SICK-LEAVE POLICY

The board of education of Kalamazoo, Mich., early in 1934, adopted a sick-leave policy which was in operation without change until September, 1941. This policy, which was revised by the board in August, 1941, now provides that a teacher will be allowed five full days of personal illness during the first year, and cumulative sick leave up to 30 days. After that time, a teacher will be allowed the difference between her salary and that of her substitute, for a period of not more than 60 days.

A report has been compiled by Supt. Loy Norrix showing the net cost to the school district of the sick-leave policy for the eight-year period the plan has been in operation. During that time, a total of \$57,735.15 was paid out by the board for substitute teachers and \$26,516.75 was withheld in deductions for teachers' illness. The net cost to the school district reached a total of \$31,218.40.

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## News of Superintendents

### PERSONAL NEWS OF SUPERINTENDENTS

**Illinois:** • M. E. BRUCE promoted to superintendency at East St. Louis, to succeed D. Walter Potts, retired. • HARRY TEST elected at Media. • W. R. LOWRY elected at Carleton. • SUPT. O. B. REDENBO, of Lyndon, succeeded by W. E. Miley. • LYLE K. KLITSKE has succeeded O. P. Barthel at Somonank. • P. L. EWING, of Highland Park, has succeeded W. R. Curtis at Alton. • DEAN L. ROBB, of Alpha, has resigned to enter industry and carry on postgraduate work. • JOHN L. KNIGHT, of Kinmundy, elected at Coffeen. • JOHN DELAURENTI elected at Highland, to succeed P. L. Ewing. • W. C. JACKMAN, Sheldon, Iowa, elected at Elmhurst. • H. A. CURTIS, Staunton, elected at Knoxville. • MAYNARD FERDEN, Forrest, elected head of high and grade schools at Forrest. • E. T. SCOTT, LaHarpe, elected at Clayton. • A. N. TRAMMEL, elected at Grayville.

**Indiana:** • R. B. BULLEIT elected superintendent at

Corydon. • B. F. TAYLOR, New Paris, Ohio, elected at Brownsville. • EMERY V. COUTS, French Lick, elected at Owensville.

**Iowa:** • STEPHEN N. WATKINS, of Newman Grove, Neb., elected at Sheldon, Iowa, to succeed W. C. Jackman. • R. I. HAMMOND elected at Mount Vernon.

**Kentucky:** • C. SHERMAN DALE has succeeded W. H. Marshall at Bellevue. • D. W. BRIDGES re-elected superintendent at Fort Thomas. • SUPT. A. E. ANDERSON re-elected at Silver Grove.

**Massachusetts:** • HAROLD M. LADD, of Brimfield, elected at Monson. • EDWIN A. NELSON elected at Brockton, to succeed John L. Miller.

**Michigan:** • ORVIN S. YORDY, of Pigeon, elected at Weidman. • WALTER D. DEKOCK appointed superintendent of Christian Schools at Holland. LARRY WINTERS elected superintendent at St. Charles, to succeed John Childs. • FRANKLIN HERMANN elected head of Greater Gratiot schools at Mt. Clemens. • R. A. AMBROSE elected at Oxford. • L. B. VAN HORN elected at Vernon, to succeed H. C. Smith. • GEORGE GREENAWALT, of Norway, elected superintendent at Jackson.

**Nebraska:** • E. J. DAVIS, of DeWitt, elected at Newman Grove. • ROSS B. BONHAM, of Scribner, elected at Superior.

**New York:** • JOHN L. MILLER, of Brockton, Mass., elected at Great Neck, L. I.

**North Carolina:** • G. G. STARR, of Arcanum, Ohio, appointed dean of instruction at Pfeiffer Junior College, Misenheimer, N. C.

**North Dakota:** • A. C. VAN WYK elected acting superintendent at Bismarck.

**Ohio:** • C. D. FOX, of Van Wert, has resigned to accept superintendency at Steubenville. • DONALD W. CODDING, of Holland, elected at Nelsonville. • JOHN Stanfield has succeeded T. D. Carson at Belle Center. • At North Bloomfield, W. G. KUHLMAN has succeeded G. G. Leatherman, called for military service. • C. P. BOWDLE elected superintendent at Van Wert, to succeed C. D. FOX. • OSCAR SCHMIED elected superintendent in Columbia township, Elyria. • PAUL A. BRICKER elected at Middle Point centralized high school, Van Wert. • R. C. REHARD, of Richwood, elected at Butler. • B. H. CORTHELL, of Kellys Island, elected at Berlin Heights. • J. C. SLACK, of Henrietta, elected at Cardington.

**Rhode Island:** • HIRAM A. DAVIS re-elected for thirteenth term at North Kingston.

**South Dakota:** • QUINCEY L. WRIGHT, of Gregory, elected at Eureka.

**Wisconsin:** • T. J. JENSON, of Fond du Lac, re-elected for three-year term. • M. C. SCHMALLENBURG has been given leave for military service. • WALTER R. BRUCE, of Blanchardville, elected at Washburn, to succeed M. C. Schmallemburg.

### NEWS OF OFFICIALS

• BEN F. GEYER has been re-elected president of the school board at Fort Wayne, Ind.

• MRS. GEORGE WEIR has been elected president of the school board at West Branch, Mich.

• FRED E. HIMES has been elected president of the school board at St. Louis, Mich.

• FRED K. SHERK has been re-elected business manager for the board of education at Grand Rapids, Mich.

• The school board at Lake Orion, Mich., has reorganized with WALTER CUMMINGS as president, and HERBERT CURTIS as secretary.

• The school board at Dickinson, N. Dak., has reorganized with H. P. JOHNSON as president; DR. J. D. OTT as vice-president; and ROSEMARY CLARKE as clerk.

• TOM GARVIN has been elected president of the school board at Culver City, Calif.

• STEWART BELL has been elected president of the board at Winchester, Va.

• PERCIVAL VAN ORDEN has been re-elected president of the school board at Ramapo, N. Y. Dr. James Sherwood was elected vice-president, and G. STANLEY BAIRD was named clerk.

• SEYMOUR GMEINER has been re-elected president of the school board at Appleton, Wis. DR. GEORGE T. HEGNER was elected vice-president, and MYRA HAGEN was named secretary.

• EVERETT LAFOND has been elected president of the school board at Two Rivers, Wis. MISS GERTRUDE DAETZ was named clerk of the board.

• MISS PAULINE V. POWERS, teacher of Braille at the Chaney School, Youngstown, Ohio, was recently awarded the degree of doctor of education by the University of Pittsburgh.

• The school board at Cassopolis, Mich., has reorganized with FRANK SQUIRES as president, MRS. ADAM GREENAWALT as secretary, and DR. C. R. STEVENS as treasurer.

• The school board at Pontiac, Mich., has elected LOUIS H. ACHIMMEL as president; F. N. THIEFELS as vice-president; HAROLD L. BLACKWOOD as secretary; and FRANK J. DUFRAIN as treasurer.

• V. S. NYSTROM has been re-elected as president of the school board at Norway, Mich.

• The school board at Kalamazoo, Mich., has reorganized with OTIS A. EARL as president; MRS. ELIZABETH S. FLEUGEL as vice-president; and JOHN S. ROCKWELL as treasurer.

### DR. ANDERSON ENTERS WAR WORK

Supt. Homer W. Anderson, of St. Louis, Mo., has been granted leave of absence without pay to accept a position in the U. S. Treasury Department as administrator for the sale of war stamps and bonds in the educational institutions. Dr. Anderson will report immediately to his new post at Washington.

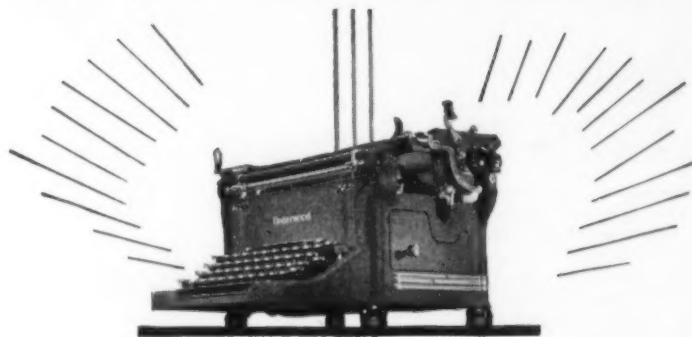
Dr. Anderson, whose ouster has been sought by a majority of the school-board members, said that the new job had come out of a clear sky. He expressed the hope that his going would not deter the efforts of the citizenry to have clearly defined by the courts the respective rights of the members of the board and the superintendent of schools. The *St. Louis Post-Dispatch* writes editorially:

"Dr. Anderson's voluntary retirement from the field offers the board of education the best chance it could have for settling its internal quarrels and getting down to harmonious performance of its duties. Whatever Dr. Anderson's qualifications or shortcomings, the performance of several board members has been such as to undermine public confidence in the whole school setup."



# 1942

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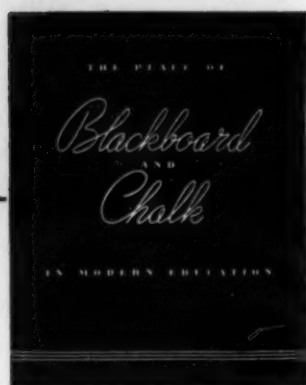
  
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"The Place of Blackboard and Chalk in Modern Education" lists and fully illustrates basic blackboard uses . . . shows how best to use the blackboard as a tool of visual education. A reading of this folder will prove profitable to any educator . . . will help make teaching more effective and more economical.

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## An Open Letter - To School Administrators



Each year during the month of September—from schools over the entire nation—we receive many urgent last-minute orders for Laboratory and Vocational Furniture. This year, increased enrollments caused by mass shifting of population, will doubtless intensify the demand for School Furniture.

Despite the fact that most of our manufacturing facilities are devoted to Victory Production, we do have a stock of unassembled parts available for various items of equipment. Deliveries—in many instances—can be made within a month or six weeks.

While we will do our utmost to serve you efficiently, the fact remains that our job—and yours—is to help win this war. We make this assertion with positive assurance that your good will toward us will remain steadfast despite the fact prompt deliveries may be difficult and—certain equipment impossible to obtain.

Yours for Victory,  
**E. H. SHELDON & COMPANY**

### School Business Administration

#### PLAN FOR ALLOTING SCHOOL INSURANCE BUSINESS

A plan for allotting the insurance business of the board of education among the local agencies in an equitable manner has been adopted by the board of education of Oneida, N. Y. In administering the plan the fire-insurance policies are used for purposes of adjustment, and the casualty policies are all placed with certain firms whose service is rated as most satisfactory in this respect. General satisfaction has been evident since the adoption of the plan five years ago. The basis used by the board is stated in the following six points:

1. Take annual taxes paid on real estate by members of the firm.
2. Add 40 per cent of rentals paid for business office space, and for residences by members of firm who do not own their homes.
3. Add 20 per cent annual pay roll to persons not members of firm.
4. Multiply this total ("total real estate contribution") by the per cent of total business income which each firm or agent derives from fire and casualty insurance. Call this figure the "adjusted contribution."
5. Compute what per cent each firm's "adjusted contribution" is of the total amount of "adjusted contributions." This gives the per cent of the school business to which the firm is entitled.
6. Knowing the premiums due on the different types of insurance, and the per cent of commission, the insurance can then be allotted so that each firm or agent will get approximately the proper share of commissions on an annual basis.

Information upon which to compute the percentage of business to be allotted to each firm is obtained by means of a questionnaire. It is contemplated that special counseling service will be expected from a particular agent whose ability is regarded as outstanding, and that an additional

portion of the expected commission will be allotted to him beyond that called for in the formula in lieu of a flat additional fee. This portion will be deducted from the total available commissions, of course, before percentage allotments are determined.

#### A SURVEY OF MOTION-PICTURE AND SLIDE-FILM PROJECTORS

The Department of Commerce has announced the completion of a survey showing in detail the location of motion-picture and slide-film projectors, available to elementary schools for the visual training of civilians to meet the emergencies of wartime.

The survey contains data which can be used to advantage by both civilian and military agencies which have motion-picture films available for distribution to the school systems of the country.

#### SUGGESTIONS FOR SCHOOL SUPPLIES MANAGEMENT

1. Revise and bring up to date standardized lists of supplies.
2. Insist on adherence to reasonable supplies standards.
3. Insist upon use of old stocks of educationally useful supplies.
4. Purchase equipment and supplies on open bidding and at greatest economic advantage.
5. Furnish supplies and equipment in adequate quality and quantity.
6. Utilize cooperative buying.
7. Avoid emergency purchases.
8. Arrange deliveries of supplies on basis of maximum economy of truck use and labor.
9. Avoid emergency and special supply deliveries.
10. Insist upon return to central warehouse of all supplies not needed because of changes in curriculum or current teaching plans.
11. Seek return of all salvageable waste materials, books, etc.

The survey for elementary schools shows 6055 silent projectors of 16mm. size and 4373 sound projectors of 16mm. size, a total of 10,428 available for use. In the colleges and high schools there are a total of 12,411 projectors available.

#### PUBLICATIONS FOR SCHOOL-BUSINESS EXECUTIVES Recent Federal Specifications

The Director of Procurement, Washington, D. C., has recently issued new standard federal specifications for the following of interest to schools:

- FF-C-431. Clips, paper, binder, 5 cents.
- FF-F-111. Fasteners, paper, flexible, metallic, 5 cents.
- GGG-H-86. Hammers, mauls, and sledges, 10 cents.
- JJJ-W-141. Wax, carnauba, 5 cents.
- P-P-546. Polish, automobile, liquid, 5 cents.
- P-P-552. Polish, furniture, liquid, 5 cents.
- P-W-151a. Wax, floor, water emulsion, 5 cents.
- SS-P-551. Pointers, pencil (abrasive paper), 5 cents.
- TT-C-598. Compound, calking, plastic, 5 cents.
- TT-58. Lacquer, spraying, clear and pigmented, 5 cents.
- TT-S-171. Sealer, floor, lacquer-type (for oiled floors), 5 cents.
- UU-P-561c. Paper, tracing, 5 cents.
- W-L-101e. Lamps, electric, incandescent, large, tungsten filament, 5 cents.

#### Custodians' Manual for the Public School Custodians of Seattle, Wash.

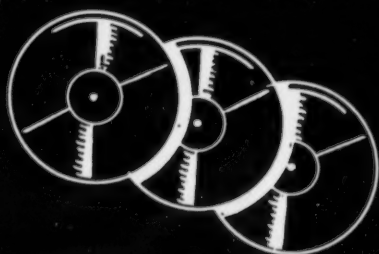
Prepared by the supervisor of operations and a committee of custodians. Paper, 84 pages. Published by the board of education of Seattle, Wash.

This manual, prepared by a committee, under the direction of J. L. Stocks, supervisor of operations, contains complete information concerning the regulations, duties, methods of operation, and maintenance of the school plant. Section I takes up general working conditions of the janitor, fuel, care of grounds and flag, miscellaneous upkeep, fire prevention, and safety in the building. Section II discusses plant operation, boiler combustion, firing methods, plant lubrication, heating and ventilation, and conservation of equipment. Section III on methods of janitorial work and care of equipment, takes up sweeping and dusting, care of toilet rooms, disinfection, miscellaneous cleaning, care of floors, and care of locker keys. Section IV takes up cleaning operations in the summer, method of work, and summer care.



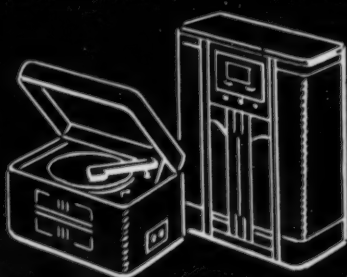


## Other Audio-Visual Aids As Important As Blackboards!



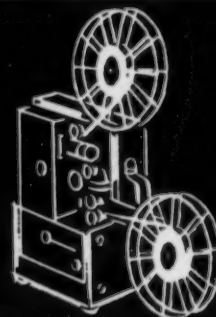
### 1. VICTOR RECORDS

The world's greatest artists bring your pupils the world's greatest music. Special Victor records available for teaching history, English and other subjects.



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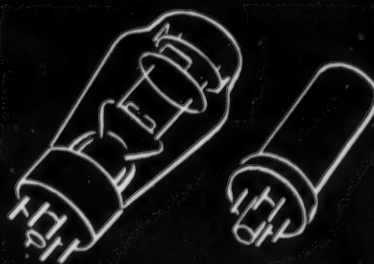
### 3. RCA 16MM SOUND MOVIE PROJECTORS

Educational and morale building films are very effective. Keep your RCA projector in condition and in use.



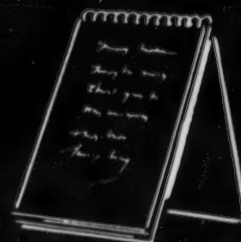
### 4. RCA SOUND EQUIPMENT

Communication between classrooms is an important aid to administration. Your RCA distributor can give you sound advice for keeping your present system in good shape.



### 5. RCA TUBES

Replace worn tubes with new RCA tubes and your equipment will last longer, perform better. Ask your dealer for a check-up.



### 6. OTHER AUDIO-VISUAL AIDS

Additional RCA Victor Audio-Visual aids for your list of post-war purchases—RCA Recording Equipment • RCA Test and Laboratory Equipment • RCA Broadcast Equipment • RCA Transcription Reproducers • RCA Amplification Systems.

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International News

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### School Board News

♦ Negaunee, Mich. The school board has adopted a schedule of salaries to be paid members of the board of education in 1943. The president will receive \$180, the secretary \$360, and the treasurer \$120. The other trustees will be paid \$120.

♦ Hays, Kans. The school board has voted to change from mountain war time from September 1, next, to April 1, 1943. The change was made from a standpoint of economy. Light bills will be reduced, it is expected, while certain other economies of operation will be effected.

♦ Lisbon Falls, Me. The school board has voted against a merger of two high schools for the duration of the war. The board approved the one-session plan, to begin with the fall term of school.

♦ The board of education at Iron Mountain, Mich., has tabled for the time being, the purchase of federal war damage insurance on school property. The city is far removed from any possible military objectives which Germany or Japan might have.

♦ Augusta, Ga. The board of education has voted against federal war damage insurance. It is estimated that it would cost \$1,600 a year in premiums to cover all the buildings.

♦ The school board at Kansas City, Kans., has made a reduction of 10 cents in the tax levy, lowering the rate from \$2.30 to \$2.20 per each \$100 of assessed valuation.

♦ The board of education at Topeka, Kans., has begun an extensive remodeling of the school administration building to facilitate the operation of a new streamlined educational program, outlined by Dr. Kenneth McFarland, the new superintendent of schools. The building is being divided so that the superintendent and each of his assistants will have their own special quarters. The

work is being done largely by employees of the board, under the supervision of G. C. Kempton, director of plant operation and maintenance.

♦ Providence, R. I. The school board has decided to change its bookkeeping system in an effort to end the discrepancy between the school department and city accounts.

Under the plan, the board will pay off its credit with year-end surpluses, and will go on the accrual basis, by paying this year's September salaries out of current appropriations, rather than out of funds for the 1942-43 school year.

♦ Youngstown, Ohio. The school board has adopted a new system of personnel records, designed to give detailed account of the background and efficiency of every employee. For the present, the system covers only the teaching staff, but it will be extended to all school employees.

♦ Dayton, Ohio. The school board has approved salary increases, amounting to about \$5 per month, for the 300 noneducational employees of the schools. The increases which went into effect on July 20, will total \$18,000.

♦ East St. Louis, Ill. The school board has extended from \$150 to \$300 the amount of single purchases which the building committee or the supervisor of purchases may authorize without calling for bids. The change was made because of scarcity of materials under wartime conditions.

♦ Ironwood, Mich. The school board has given salary increases, averaging \$5 per month, to janitors, clerks, and the school librarian.

♦ Springfield, Ill. The school board has voted to bar 400 nonresident students of the nonhigh school district from the city high schools next year. The action was taken as a result of a \$25,000 debt due for tuition. The board some time ago had made a demand for the payment of more than \$25,000 which it claimed was due for nonhigh tuition charges.

♦ Elmhurst, Ill. The York high school board has approved a new schedule of school hours in

order to relieve transportation problems. Under the schedule, high school classes will start at 8:45 a.m., and the elementary schools will begin at 9 a.m.

♦ Lorain, Ohio. The school board has adopted a new schedule of school hours to keep pupils from starting the day in darkness next year. Under the plan, junior and senior high schools will start classes at 9 a.m., and the elementary schools at 9:30 a.m. It is anticipated that the change of hours will effect a saving of \$1,200.

♦ Ironwood, Mich. The Ironwood township school board has voted to continue the same compensation for board members during the school year 1942-43. The secretary will be paid \$50 per month, the treasurer \$25 per month, and each member will receive \$6 per meeting.

♦ Washington, D. C. In an effort to obtain available teachers for physical education classes, the school board has voted to waive for the duration the usual master's degree required of all high school teachers. The waiver will be granted in the case of persons otherwise qualified, to permit them to take the required examination. The new teachers will be used to put into operation a new five-period a week physical toughening program in all the senior high schools.

♦ A course in Spanish is offered in the high school at Kalamazoo, Mich. The course has as its major aim, a better understanding of Latin-American peoples. A foods course for boys will be offered to help those who expect to work in groceries, restaurants, and hotels.

♦ The Covington, Ky., schools will open one-half hour later each day and close correspondingly later to assist in the staggering of transportation loads. All schools will open at 9 o'clock; grade schools will close at 4 p.m., and the high school at 3:15 p.m.

♦ Supt. John Granrud and the principals of the high schools at Springfield, Mass., have adjusted the opening and closing hours to avoid the heavy streetcar passenger loads during the defense-workers' rushes.





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Five distinct ways to plan lock purchases are described. These alone are worth the few minutes it may take you to tear off and mail the coupon above.

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### New Books

#### Introduction to American Public Education

By Chris A. DeYoung. Cloth, 727 pages. Price, \$3.25. McGraw-Hill Book Co., New York, N. Y.

A school-board member who desires to orient himself in his work and to gain a general perspective of five major aspects of American public education will find this book particularly complete and thorough. It takes up in particular (1) the organization and administration of public education; (2) the personnel both pupil and teacher of elementary and secondary schools; (3) the areas in which public education is at present conducted; (4) the management of educational materials and environment through curricular and cocurricular activities, educational materials, and buildings and finance; (5) the interpretation of education with particular emphasis on current issues and practices.

The careful reader cannot help but conclude from a careful study of the book that the American educational system has become enormously diversified, that vast progress has been made, and that numerous and most troublesome problems remain to be solved. For the board of education member, the chapters on the financing of education, on school districts, and on the professional administration of schools will be particularly helpful.

#### The Development of Informal Geometry

By Robert Coleman, Jr., Ph.D. Cloth, 178 pages. Price, \$2.10. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

The present dissertation traces the modern origin of the teaching of informal or "intuitive" geometry and its development through the influence of Pestalozzi, Herbart, Froebel, Klein, Perry, and the later European and American leaders. Written with a maturity and a scholarly touch not often found in doctoral dissertations, this study provides a revealing picture of the evolution of much of the content and method of the mathematical teaching in the upper grades and in the junior high school. Both teachers and curriculum builders will enjoy the "summary" chapter which evaluates what has been done in teaching space and form and dimensions, and which suggests what still may be done to fully use the devices of

experimentation, motion, and also the functional concept. Teachers of mechanical drawing and industrial arts could benefit enormously from an understanding of these aspects of their subjects.

#### Modern Science in Our Daily Life

By Charles E. Dull, Paul E. Mann, and Philip G. Johnson. Cloth, viii-502 pages. Henry Holt & Co., New York, N. Y.

This text, addressed to junior high schools, takes up water, weather, heat energy, and sound energy as important bases of human life.

The second half of the book discusses the human body, its construction, its operation, its control through the nervous system, and finally its care.

The authors use throughout the book a factual, human-interest approach to the description of natural phenomena and the explanation of scientific principles underlying the phenomena. They are careful not to draw conclusions that are at best theories still to be probed and proven. The chapter on the nervous system is particularly excellent. Throughout the book questions, problems, and word studies are important study helps.

#### Conservation Jewelry Made of Waste Material

By Louis J. Haas. Paper, 22 pages. Price 50 cents. Published by the author, at White Plains, N. Y.

Clever use is made of salvaged tin to produce a surprising variety of well-designed, colorful costume jewelry.

#### A Functional Pattern Technique for Classification of Jobs

By Edwin W. Davis, Ph.D. Cloth, 128 pages. Price, \$1.60. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

An analysis by the functional pattern technique of the work done by (a) advertising-agency men and (b) commercial and industrial advertising men.

#### Mathematics in Daily Use

By Walter W. Hart, Cottell Gregory, and Veryl Schult. Cloth, vii-376 pages. Price, \$1.32. D. C. Heath & Company, Boston, Mass.

This happy and interesting text is a fine sign of the surrender of the conservatives in mathematical departments to the needs, interests, and abilities of that vast majority of high school students who have no especial mathematical abilities but who must learn to think and act in an endless variety of life situations where quantities and number relations and for whom the quick and certain manipulation of figures mean success and happiness or failure and distress. In brief, the present book is a review of arith-

metic in terms of home life, business, and ordinary occupational situations. A bit of algebra and some geometry are introduced for those who may have awakened to the values of further mathematical studies. Ample drill materials and realistic problems are features of the book.

#### Problems of Democracy

By Horace Kidger. Cloth, 546 pages. Price, \$1.68. Ginn & Co., Boston, Mass.

This is an attractive book for a twelfth-grade course. The aim is to give students a groundwork of knowledge for forming their own opinions on economic, social, and governmental affairs of the United States of the present day. One of the expressed aims of the author is to "present material facts in an unbiased way," and his opinion is that "final judgments should be those of the student."

To the reviewer it seems that a textbook which is so vague in its conclusions relies too much on the personal preparation of the teacher about current issues, and that adequate student opinion will be formed only when a teacher of exceptional ability is the director of the course. Neither does it seem to the reviewer that the author has maintained his averred standard of lack of bias in his treatment of labor unions (where company unions seem more to the author's taste, and the employer his choice as against the worker), in his dislike of the Reciprocal Trade Treaties of 1934, and in his opinion on the European war debt defaults with no attention paid to the views of the European side.

The book contains 21 chapters, each of which forms a separate unit. It seems regrettable that such significant modern problems as family relations, population decline, the modern disregard of religion, housing conditions, poverty, race, and immigration difficulties, are given mere passing reference, if they are mentioned at all. The sequence of the chapters hardly seems to be logical at times. There is a notable lack of standards whereby the student might form worth-while judgments of lasting worth, and acquire principles to apply to any future problems arising after his school days are over.

These criticisms are largely overbalanced, however, by the exceptionally interesting presentation and style of the book, with its ample illustrations, cartoons, pictorial graphs, vocabulary lists, and other modern teaching devices. The suggested text questions and proposed activities are likewise interesting and to the point, and there are adequate bibliographies for both students and teacher. There is a good index. — E. R.

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## EQUAL PAY FOR COLORED TEACHERS

The Federal District Court, in Nashville, Tenn., in a decision handed down on July 28, holds that Negro teachers in the Nashville city schools must be paid the same salary schedule as white teachers. The decision of the court contained seven clauses in findings of fact, and six conclusions of law and brought out the protection provided for Negroes under the fourteenth amendment to the Constitution.

In his résumé of the case, Judge Davies said that the existence of discrimination in salary schedules for white and colored teachers had been established in spite of the contention of the city board of education that the discrimination is based solely on the difference in types of schools and that it does not in any way attempt to make discrimination in teachers of different types of schools.

"The court is unable," he said, "to reconcile the theories with the true facts in the case and finds it has been the consistent policy of the city board

of education to pay colored teachers salaries that have been considerably lower than the salaries of white teachers, although the eligibility qualifications and experience are the same, and the sole reason for this difference is because of race and color of the Negro teachers."

Drawing a conclusion of law, the decision decreed that the plaintiff is entitled in his own behalf and in behalf of the class whom he represents to issue an injunction restraining the defendants from making any discrimination against the plaintiff and others of his race in the fixing of salaries for the next fiscal year and for the succeeding year on the grounds of race or color.

The court held that the plaintiff in accepting his salary under the schedule without protest prior to the filing of the suit, is not entitled to recover any difference in the amount of the salary paid him and that paid white teachers.

The suit was brought by Harold E. Thomas, a teacher, and arose from the salary schedule adopted in September, 1940. It is expected that

the board of education will appeal the case to the U. S. Court of Appeals at Cincinnati.

## SACRAMENTO SCHOOLS STEP UP WORK IN TRAINING AND DEFENSE

The public school system of Sacramento, Calif., under the direction of Mr. J. R. Overturf, superintendent of schools, has made progress in its accelerated new plans for training and all types of defense activities.

With the aid of its Junior College organization and staff, the schools have been able to promote the defense training program and to place large numbers of people in civilian defense. At the same time, they have stepped up the regular adult training program. This program has been maintained during the summer vacation period with some three thousand persons enrolled.

While the city lost one thousand Japanese by evacuation, it gained back about that number of children whose parents are working in the war industries in and around Sacramento.

The Junior College has remained open for regular students during the summer for the first time in its history. An evening junior college will be maintained during the next school year to give opportunity to young people to speed up their training.

The physical education program for the senior high schools and junior college has been revised and established on a more rigorous basis.

All vocational courses have been expanded on the Junior College level, and the regular adult classes will be continued on an accelerated basis.

We have met the salary problem by increasing all salaries, certificated and noncertificated, approximately 5 per cent. The lower salary certificated groups were increased approximately 16 per cent with a tapering off of upper groups.

The budget for the new year was reduced a bit because it so happened that there were some sizable balances upon which to work. The building, operation, and maintenance have been budgeted approximately the same. Teaching supplies and library service are being maintained at the same level. There have been no protests for these requirements and the finances are adequate.

## TEACHERS' SALARIES

♦ Jonesboro, Ark. The school board has given bonuses of \$33 each to 73 teachers on the school staff. The money for the bonuses was made available through an allotment from the state teachers' aid fund. The local district will pay \$1,176 which represents 75 per cent of the increased revenue of the district for the past year.

♦ The Indiana State board of education has adopted a resolution, which practically makes it mandatory for state aid school corporations to apply the \$100 additional tuition support to be distributed by the state starting January 1, to teachers' salary increases. The resolution, presented by C. T. Malan, state superintendent, amends the rules to give state aid schools greater leeway in the use of local tax money. It reduces the local property tax levy from 65 to 55 cents and permits school authorities to apply excess revenue to teachers' salary increases.

♦ Saginaw, Mich. Salary increases, ranging from \$50 to \$100, have been given to members of the teaching staff.

♦ Beaumont, Tex. The South Park school board has approved a new salary schedule. For teachers with a bachelor of arts degree, the maximum will be increased from \$1,550 to \$1,650. The maximum for teachers with a master's degree will be raised from \$1,750 to \$1,800.

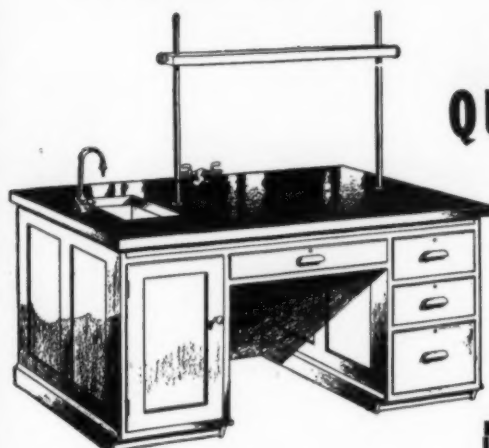
♦ Kenosha, Wis. The city council has approved increases of \$10 per month for all teachers and school employees. Teachers receiving less than \$3,000 per year will share in the increase. The total cost to the city will reach \$14,000.

♦ Lewistown, Idaho. All members of the teaching staff have been given increases of \$120 per year. Under the plan, all salaries were raised two steps on the scale.

♦ Monroe, Ga. The school board has made provision in its 1943 budget for 10 per cent increase in teachers' salaries.



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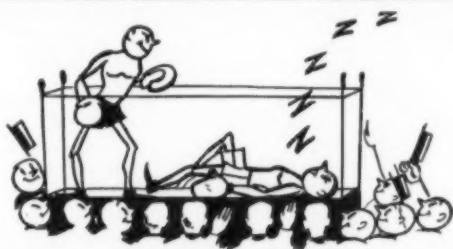
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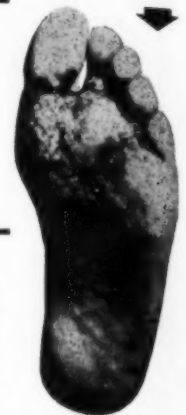
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### DEMOCRACY WORKS IN BREWER, MAINE

(Concluded from page 42)

attention to the problems of the educational program, and the detailed plant program necessary for implementation.

Because of war conditions over which we have no control it has been found necessary to delay the actual work of construction until such time as vital building materials are available. It should be said in this connection that there has been a thorough exploration of the war impact upon Brewer, with a view to releasing a construction program under priority. Up to the present time, however, the influence of the war upon the school population of Brewer has failed to result in either a priority for construction or an emergency appropriation under the Lanham Act.

### STUDENTS INSTALL SOUND SYSTEM

During the school year 1941-42 the high school at Marengo, Ill., enjoyed the benefits of a centralized sound system, which was installed by the physics class as a project correlated with textbook material. The public-address system permits the transmission of speech, such as announcements, recordings, and radio programs to any individual "loud-speaker" in any classroom or group meeting room. The selection of desired "speakers" is made by means of a switch-box, which contains 25 switches, each able to control a separate "speaker."

Permanent magnet 8-in. speakers are arranged inside wall baffles and installed in each classroom.

It is expected that air-raid drills, carried out by the students and faculty, can be considerably speeded up with the sound system.

### CHANGE CONVENTION MEETING PLACE

The officers of the California School Trustees Association have announced that the meeting place for the convention has been changed from Long Beach to Los Angeles. The dates will be the same, from September 24 to 26.

● STERLING PRINCE, of McGregor, Tex., has become principal of the high school at Mercedes.

● ALBERT J. DILLEHAY has recently been appointed to have charge of curriculum and construction in the public schools of Akron, Ohio. In his new work Mr. Dillehay will deal with instructional problems at all levels and will have charge of curriculum development throughout the schools.

● The school board at East Chicago, Ind., has re-organized with HERBERT RIMEE as president; JOHN DREESON as secretary; and GEORGE GRIMMER as treasurer.

● KELSEY H. PETRO has been elected president of the school board at Topeka, Kans.

A new text and reference for classes in  
Home Building and Homemaking

## ACCURATE HOME ESTIMATING

By Thomas A. Roberts, Instructor, Masonry Trades and  
Building Construction, Milwaukee Vocational School;  
and Ruth A. Roberts, Designer, Milwaukee, Wisconsin

Here is all the reliable information on construction methods  
and methods of figuring construction costs that the student of  
carpentry, building trades, architectural drawing, etc., needs  
in convenient, simplified form. Includes a glossary of over  
1600 trade terms. \$3.00

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3 manufacturers—Hamilton,  
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**THE ILLINOIS LOCK CO.**  
CHICAGO, ILLINOIS

## NEW SUPPLIES AND EQUIPMENT

Production, Service, and Sales News for School Buyers

### LATHE OPERATIONS

"The Care and Operation of a Lathe" is the title of a 104-page pocket-size manual written for apprentices and student machinists. Illustrated and explained are: the modern back-geared, screw-cutting lathe; its parts and their functions; oiling and proper care of a lathe; the grinding of cutters; modern lathe tools and the performance of basic lathe operations.

Price single copies 50 cents with discounts for schools.

Sheldon Machine Co. Inc., Chicago, Ill.

For brief reference use SBJ-922.

### RADIAL DRILL PRESS

Walker-Turner drill presses, Nos. R.D. 1170 and R.D. 1175J, are two recent radial drill presses designed to meet today's industrial demands. Both models have the tilting head features.

Model R.D. 1170 is equipped with an end-mounted motor, belted directly to the drill-press spindle. Standard 1740 r.p.m. motors provide four speeds from 600 to 5000 r.p.m. Motors are also available with a two-speed (1740-3450 r.p.m.) winding (for 3 phase only) which doubles the speed range.

Model R.D. 1175J drill press incorporates a built-in bearing shaft which greatly widens the speed range and is also equipped with a ball thrust bearing on the collar support.

Walker-Turner Co. Inc., Plainfield, N. J.

For brief reference use SBJ-912.

### DATA ON LABORATORY APPARATUS

A 64-page booklet on electrical laboratory apparatus, for educational institutions that are expanding their laboratory facilities, describes the special equipment developed particularly for demonstration and test purposes.

The apparatus is arranged by means of extra fittings, substitute parts, etc., to provide the characteristics of a number of machines, with a minimum investment. Constructed with extra taps and terminals for instrument connections, readings of electrical conditions, voltage, current, and other factors may be observed by the students.

Dept. 7-N-20, Westinghouse Electric & Mfg. Co., East Pittsburgh, Pa.

For brief reference use SBJ-915.

### PRECISION LATHES

South Bend Catalogue No. 16, an 8-page booklet, completely illustrates and describes South Bend 16-in. toolroom lathes and 16-in. quick change gear lathes. These lathes have 16 1/4-in. swing, 1 in. collet capacity, and are made in several bed lengths providing between-centers capacities from 33 1/2 to 105 1/2 in. Construction features are illustrated and specifications are tabulated for ready reference.

South Bend Lathe Works, 425 E. Madison St., South Bend, Ind.

For brief reference use SBJ-911.

### SPRAY-BOOTH PAINTING

A new use for Wyandotte Detergent has recently developed in the form of a coating material for spray painting booths. Mixed with water to about the consistency of a thick paint, the Wyandotte Detergent can be brushed on the sides and ceiling of a spray booth or even applied with a spray gun. The whole coating can be easily peeled off, making the inside of the spray booth as clean as it was the day it was installed. Wyandotte Detergent is approved by the Associated Factory Mutual Fire Insurance Companies as a spray-booth coating.

J. B. Ford Sales Co., Wyandotte, Mich.

For brief reference use SBJ-910.

### EMERGENCY FIRE-TRUCK PLANS

Plans for the building of a hand truck, or fire buggy, are available to school authorities. This specially designed fire buggy has been developed by Du Pont technicians for use in its Wilmington office buildings. Combined with good features of various types of mobile emergency trucks are a number of original improvements. Included in the paraphernalia on both ends and along the sides are: crowbar, sledge, shovel, electric lanterns, asbestos gloves, safety helmets, first-aid kit, rope, bolt cutters, tarpaulin, as well as 40 other pieces of emergency equipment. All corners are rounded and most of the equipment may be instantly removed by pulling from clips. Mounted on wheels, the truck is easily moved by one man.

Public Relations Dept., E. I. du Pont de Nemours & Co., Wilmington, Del.

For brief reference use SBJ-913.

### AIR CIRCULATOR

Bulletin No. 229 of the Reynolds Electric Co., illustrated with pictures and sketches, describes how the germ-destroying effectiveness of ultra-violet ray lamp is increased with Reco Radi-Aire Circulator. These circulators are made with 20 or 24-in. propellers and are obtainable in ceiling, low and high stand models. All models have three speeds, with 110-volt, 60-cycle, a.c. motors.

Reynolds Electric Co., 2650 W. Congress St., Chicago, Ill.

For brief reference use SBJ-914.

### BLACKOUT LIGHTING

Reco colored electric lamp hood or half hood permits the use of ordinary light bulbs during blackouts without the fear of the light penetrating to the street. Hoods are made of strong shells of natural glass in various sizes and colors, and are held rigidly to the bulbs by inside springs. Lights covered with Reco hoods can be used for warning and signaling or can be equipped with flasher for blinking and coding.

Reynolds Electric Co., 2650 W. Congress St., Chicago, Ill.

For brief reference use SBJ-916.

### WAR FILMS BOOKLET

"Films That Fight For Freedom," a recent booklet, describes 16mm. sound motion pictures aiding the defense effort. Films are listed under the following headings: War Reports—Civilian Defense—Democratic Principles—Aviation—Industrial Training—Emergency First Aid—Victory Gardening—Religion—General Education and morale building recreations. Information on how to get equipment and an offer of a free film "How Motion Pictures Move and Talk" are included.

Bell & Howell Co., 1801 Larchmont Ave., Chicago, Ill.

For brief reference use SBJ-919.

### BETTER VISION

"Optical Glass in Action," "Basic Factors in Vision," and "Glasses Go to War" are the titles of topics reviewed in Bausch & Lomb Magazine, Vol. XVIII—No. 2. Included are many half tones and charts.

Bausch & Lomb, Rochester, N. Y.

For brief reference use SBJ-920.

### HISTORY FILMS

"This Was Modern Poland," a 16mm. sound film, produced by Russel Wright was made just before the Nazi invasion, shows steel mills, coal mines, Gdynia Harbor installations, farms, factories, cultural and religious life in Polish republic disrupted by Hitler.

"Liberia," another 16mm. sound film, produced

by Prof. J. H. Furbay, Mills College, and narrated by Wm. F. Kruse shows the strategic situation of America's protégé republic, its people, schools, industries, backward villages, relatively modern capital, government, and army—all patterned after those of the United States.

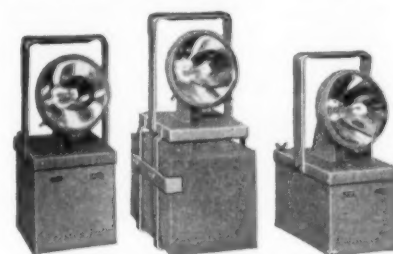
Both films are available for rental or purchase. Bell & Howell Co., 1801-1815 Larchmont Ave., Chicago, Ill.

For brief reference use SBJ-918.

### EMERGENCY LIGHTING

"Damage Control Light" is a high intensity source of emergency light, intended primarily for use by damage control personnel on board ships. This emergency light is adaptable for school use.

High light output is obtained from a seal-beam



Wakefield "Damage Control" Lights.

Navy Type SB-1 lamp. This lamp has a clear face which transmits the light without diffusion. Three different types are available—No. 9991 complete with Navy Type storage battery; No. 9992 for use with six number six dry cells; and No. 9993 with adjustable straps for use with standard storage battery.

F. W. Wakefield Brass Co., Vermillion, Ohio.

For brief reference use SBJ-921.

### WARTIME WOOD LOCKERS AND CABINETS

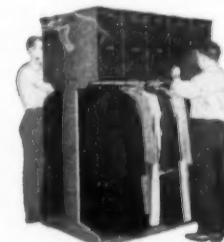
The products—lockers, cabinets, and shoprobes—formerly made of steel are now being manufactured of wood by Lyon Metal Products.

Lyon lockers are constructed with hardwood tops, bottoms, and frames, and with sides, backs, and doors, of pressed wood. The doors consist of two panels of pressed wood mounted on a hardwood frame. Five stock sizes are available—four single tier and one double tier.

Lyon cabinets are of the same construction as the lockers and are made in three types—storage,



LOCKERS



SHOPROBE  
(PAT. NO. 2,202,427)



CABINET

New Lyon School

Products in

Wood.

wardrobe, and combination and in two sizes: 38 by 18 by 72 in. and 36 by 24 by 72 in.

Lyon shoprobes are portable and provide full-length coat-hanging space and a private locking compartment at a convenient height. Shoprobes are especially suited where personnel fluctuates and low storage cost is required, and are made in two sizes, 20-person unit, and 10-person unit.

Lyon Metal Products, Inc., 3130 Clark St., Aurora, Ill.

For brief reference use SBJ-925.



## NEW SUPPLIES AND EQUIPMENT

## VICTORY LINE EXIT DEVICES

In the manufacture of Von Duprin fire and panic exit latches, malleable iron is now used to replace drop-forged bronze and brass parts. Otherwise, except for minor details, the Von Duprin Victory Line Devices, are the same as the prewar models.

While it is inferior to bronze in appearance, malleable iron will perform safely and surely. It has a tensile strength approximating three fourths that of drop-forged bronze, and far exceeding that of cast brass or bronze.

Vonnegut Hardware Co., Indianapolis, Ind.

For brief reference use SBJ 923.

## ART MATERIALS

"Alphacolor," an eight-page illustrated catalogue, describes Alphacolor "top flight color line" of art material. The new materials described include: Alpha Chalk, Chalk Pastels, All-Purpose Art Paper, and All-Purpose Dry Tempera.

All-Purpose Dry Tempera can be mixed with water, linseed oil, spar varnish or cornstarch and is supplied in pint containers having as a part, the new "Handi-Mix-Pan."

Weber Costello Co., Chicago Heights, Ill.

For brief reference use SBJ 924.

## NEW TYPE FACE

Under the name "Brush" a connected script display type face is now available. As its name implies, Brush reproduces in type the characteristics of free brush lettering that is now popular. The unusual freedom of the new design is enhanced by the addition of several ligatures and final characters. The novel method in which the letters join permit their being cast in a square body and reduces kerns to a minimum. Showings of Brush, which is cut in sizes 12 to 84 points, may be obtained from any American Type Founders dealer or direct from the company.

American Type Founders, 200 Elmora Ave., Elizabeth, N. J.

## CONNECTICUT SCHOOLS PLEDGE ALL-OUT WAR EFFORT

The public schools of Connecticut, 387,000 pupils and teachers strong, have pledged themselves to an all-out war effort during the new school year. The job which the schools of the state are performing to aid national defense is more than a continuation of the regular program. It is more than providing facilities and housing for a variety of wartime activities.

It is the regular job of education, plus new duties such as salvage collections, registration programs, training of volunteer workers, supervising air-raid drills, enrolling in Red Cross and civilian defense courses, and learning how to extinguish incendiary bombs.

One of this year's major contributions by teachers to the war program was in registration programs, which involved nearly every teacher in the state. Schools were asked three times during the year to supply and train workers for selective service registration and for issuing sugar and gas rationing cards. At the call of the Navy for model airplanes, classrooms were converted into factories and pupils turned to work on the assembly lines both as classroom work and as a club activity.

School buildings no longer close up for the day when the students go home. These buildings are the scene of air-raid-warden meetings, first-aid classes, and air corps cadet refresher courses.

Schools throughout the state are pioneering in child care programs for children of defense workers and this year have opened their doors to large numbers of "defense-connected" pupils who have poured into the state's great industrial centers with the war-production boom.

A total of 18 centers are maintained for instructing adults in a variety of subjects now being emphasized for youth, including nutrition and family cooking, woodworking, home nursing, typing, blueprint reading, citizenship, and shop subjects.

## ADVERTISERS' INDEX

Acme Shear Company .....	75	Mer-Kil Chemical Products Co. ....	76
American Chain & Cable Company .....	7	Merriam Company, G. & C. ....	64
American Crayon Company .....	60	Midland Chemical Lab., Inc. ....	74
Armstrong Cork Company .....	10 & 16	Monroe Calculating Mach. Co., Inc. ....	57
Bausch & Lomb Optical Co. ....	4th Cover	National School Supplies and Equip- ment Ass'n .....	12
Bell and Howell .....	80	Nesbitt, Inc., John J. ....	14
Bruce Publishing Company .....	75 & 80	Norton Door Closer Co. ....	10
Brunswick Seating Corporation .....	76	Peabody Seating Company .....	59
Burroughs Adding Machine Co. ....	2	Peterson & Co., Leonard .....	75
Chicago Hardware Foundry Co. ....	66	Premier Engraving Company .....	76
Colgate Palmolive Peet Co. ....	61	Professional Directory .....	77
Congoleum-Nairn, Inc. ....	63	Racine Tool & Mach. Company ....	68
Continental Car-Na-Var Corp. ....	8	RCA Manufacturing Co., Inc. ....	71
Crane Company .....	9	Remington Rand, Inc. ....	53
Dick Company, A. B. ....	3	Rundle-Spence Mfg. Co. ....	6
Ditto, Incorporated .....	69	Schermerhorn Teachers Agency ....	76
Draper Shade Company, Luther O. ..	8	Sheldon & Company, E. H. ....	70
Finnell System, Inc. ....	10	Skilsaw, Inc. ....	13
Gaylord Bros., Inc. ....	58	Sloan Valve Company .....	3rd Cover
Goodyear Tire & Rubber Co., The ..	5	Smith and Company, D. B. ....	72
Hamilton Manufacturing Co. ....	13	Standard Electric Time Co. ....	56
Hillyard Chemical Company .....	1	Taylor Company, Halsey W. ....	8
Holden Patent Book Cover Co. ....	64	Tucker, Duck & Rubber Co. ....	76
Holmes Projector Company .....	64	Underwood Elliott Fisher Co. ....	67
Hunt Pen Co., C. Howard .....	75	Universal Bleacher Company .....	13
Huntington Laboratories, Inc. ....	62	Vonnegut Hardware Co. ....	4
Illinois Lock Co. ....	77	Walrus Mfg. Company .....	76
Johns-Manville Corp. ....	65	Wayne Iron Works .....	6
Kewanee Boiler Corp. ....	11	Weber Costello Company .....	70
Kewaunee Mfg. Company .....	68	Wood Conversion Company .....	6
Macmillan Co., The .....	55	World Book Company .....	64
Maple Flooring Manufacturers .....	2nd Cover	Yale and Towne Mfg. ....	73

A plan has been set up and teachers trained for teaching aviation science and mechanics in the high schools of the state beginning with the fall term.

The colleges are paralleling these efforts and are getting ready to offer reserve military training programs for male students. Students will continue their college courses and upon graduation will be sent to officer training schools.

## SCHOOL-BOND SALES

During the month of July, 1942, the all-low in school-bond sales was reported. The total amounted to \$334,000. The fact that the bonds were issued in exceedingly small districts is reflected in the interest rate which was 2.16 per cent.

During July, 1942, refunding and tax-anticipation notes were sold, in the amount of \$2,098,769.

## SCHOOL-BUILDING CONSTRUCTION

During the month of July, 1942, contracts were let in 11 states west of the Rockies for 21 school buildings, at a total contract value of \$13,455,730. During the same period, 27 buildings were reported in preliminary stages, at an estimated cost of \$248,660.

During the month of July, 1942, Dodge reported contracts let in 37 states east of the Rocky Mountains, for 618 educational buildings, costing \$26,580,000.

## COMING CONVENTIONS

September 28-October 2. War Recreation Congress, at Cincinnati, Ohio. T. E. Rivers, New York, N. Y., secretary.

September 24-26. California School Trustees Association, at Los Angeles. Mrs. I. E. Porter, Bakersfield, secretary.

October 5-8. National Association of Public-School Business Officials, at Cleveland, Ohio. H. W. Cramblet, Pittsburgh, Pa., secretary.

October 3. South Dakota Education Association at Sioux Falls. S. B. Nissen, Sioux Falls, secretary.

October 8-10. Western Pennsylvania Education Association, at Pittsburgh. A. M. Goldberger, Pittsburgh, secretary.

October 18-21. National League to Promote School Attendance, at Rochester, N. Y. W. E. Lehr, Baltimore, Md., secretary.

October 21-23. North Dakota Education Association, at Fargo. M. E. McCurdy, Fargo, secretary.

October 21-24. New Mexico Education Association, at Albuquerque. R. J. Mullins, Santa Fe, secretary.

October 22-23. Indiana Teachers' Association, at Indianapolis. R. H. Wyatt, Indianapolis, secretary.

● DR. L. B. RUGGLES has been elected president of the Munising township school board at Munising, Mich.

● SALEM MATTSOON has been named president of the school board at Negaunee, Mich.

● The school board at Peoria, Ill., has reorganized with WALTER I. MILLER as president, and LOUIS O. SEMLOW as vice-president.

● HENRY ROSENOW has been re-elected president of the school board at Fond du Lac, Wis. Mrs. W. W. HUGHES was re-elected vice-president.

